Project Number: ED.10

Project Title: **Using Technical skill training for out-of-school youth**

Statement of problem, project beneficiaries and expected results

Out-of-school youth need training in functional literacy and numeracy and at the same time development of small quickly developed skills in basic construction. Technical schools will not be immediate priority as the cost and time involved will exceed current resources.

Immediate Objectives and Specific Outputs

Immediate objective is to develop an out-of-school youth skills training course in window and door frame construction combined with functional literacy and numeracy, basic small enterprise development. Health training, drug awareness and mine awareness will also be part of the curriculum that will temporarily replace a technical secondary school education.

Work Plan/Activities

At each community development center, out of school youth will be identified and taught how to construct window and door frames for construction of a public building. Youth will work on a building in the area that needed refurbishing and given afternoon classes in health training (first aid, nutrition), drug awareness, mine awareness, functional literacy and numeracy, small enterprise development. Sessions stressing physical exercise revolving around team sports will also be encouraged (volleyball, football).

Institutional Responsibilities

The project will be implemented through local communities with the technical support from any agency or implementing partners that could add to the concept. Overall coordination will be done by the Joint Technical Management Unit at the regional Rehabilitation Strategy offices.

Inputs

Tools and construction material will be provided by a technical training agency. Instructional materials will be provided by an educational agency.

Budget

Technical Assistance	200,000
Sub-contracts	200,000
Training	200,000
Equipment	200,000
Operational costs	200,000
Miscellaneous	100,000
Total	**US $ 1,100,000**

Project Number: ED.11

Project Title: **Small Entrepreneurship Training**

Statement of problem, project beneficiaries and expected results

Former militia and mujahadeen soldiers need civilian skills. Without some skills, these men will continue to be primary cause of instability and social disintegration. Many of them have expressed interest in developing skills that could lead to a civilian way of life but no real opportunities exist for this reorientation. It is expected to make small business loans to these men who want to start small businesses and small business management skills. This can be combined with functional literacy and numeracy. This process is expected to take place in every community development centre.

Immediate Objectives and Specific Outputs

Immediate objective is to train these men to take on the role of small business men. A small loans will be offered by creating a revolving fund. Small businesses will be created in all areas where this project takes place.

Work Plan/Activities

Ten men are identified who want to develop a small business. Feasibility surveys are conducted to see if the market is available. If the interest and the market match, a small training programme is established whereby each trainee is paired with an already established business man if available and the skills of starting the business are passed on during the morning (apprenticeship). Afternoon activities center on training at the community development centre.

Institutional Responsibilities

The project will be implemented through local communities with the technical support from any agency or implementing partners that could add to the concept. Overall coordination will be done by the Joint Technical Management Unit at the regional Rehabilitation Strategy offices. Revolving funds will be given initially by an international agency or bilateral donor but will need to revolve as loan is paid back. The process will be monitored closely and evaluated on a regular basis. All efforts in this regard will be coordinated with the national government.

Budget

Technical Assistance	300,000
Sub-contracts	200,000
Training	500,000
Equipment	100,000
Operational costs	500,000
Miscellaneous	100,000
Total	**US $ 1,700,000**

Project Number: ED.12

Project Title: School Demonstration Plots

Statement of problem, project beneficiaries and expected results

Most of the existing schools will have a difficulty meeting recurrent costs. It is doubtful that the government will be able to offer much in the way of assistance on a sustainable basis in the immediate future. It has also been observed that the curriculum used in schools (if there is one at all) is not relevant to life in rural areas.

Immediate Objectives and Specific Outputs

The immediate objectives are to develop a method of self-sufficiency for schools to meet recurrent costs and to add relevancy to the rural school curriculum. Secondary but also quite important is to develop a revolving fund for the use in the schools and to train community decision making groups and local educational managers/headmasters in basic education management.

Work Plan/Activities

After verification and identification of schools, an agricultural survey team trained at the regional office discusses with the school committee the idea of demonstration plots near the school. In the case of very small village schools (one room or outdoor) or home based schools, smaller kitchen gardens will be appropriate.

After agreement of setting up a revolving school administrative fund from the sale of produce, seed is delivered and students and teachers of the school establish the plot. Educational activities are developed around the plot and integrated into language arts, math, science, health, agricultural lessons. Agricultural educators will collect the lessons and monitor the administration of the revolving funds. Ultimately, the allocation of funds to various components of school costs, ie teacher salaries, books, equipment, refurbishing or building a school will be the responsibility of individual schools.

The concept will entail close cooperation between the agricultural sector and education sector. The monitoring will be a collaborative venture between the sectors however the inputs will be different. Seed and technical advise concerning the plot will be the responsibility of the agricultural sector whereby the development and documentation of student activities and the training of the management of school funds will be the responsibility of the education sector.

Institutional Responsibilities

Lead agencies in the agricultural sector and the educational sector will coordinate closely on inputs. Process of the development of the concept will be done by lead agencies and also cluster management teams as well as provincial officials.

Inputs

Seed and agricultural tools will be prepositioned at the regional instructional material units. Educational material will be developed by local technical community members and teachers with technical support from the lead educational and agricultural agencies.

Budget

Technical Assistance	300,000
Sub-contracts	200,000
Training	100,000
Equipment	100,000
Operational costs	200,000
Miscellaneous	100,000
Total	**US $ 1,000,000**

Additive modules that could be developed with project

- Development of agricultural experiments for various grade levels and published and printed for distribution to rural schools.
- Manual created for income generation ideas for schools to support self-sufficiency
- Agricultural educational training for teachers.
- Diversification of the role of the teacher to extend to extension work in community

Project Number: ED.13

Project Title: Educational Research and Planning Units

Statement of problem, project beneficiaries and expected results

Policy makers and managers need training and assistance in using data for decision making. A small research and planning unit will assist in identifying problem issues that need the attention of the decision maker and in providing alternative solutions. Such data-based decision making will promote the quality of educational services and will assist in making the system more equitable and efficient given limited resources. The research units, based in all regional support units, will feed information to local community planners as well as to the national Ministry.

Immediate Objectives and Specific Outputs

Two persons will be trained in research and statistical methodologies for educational planning and policy making. Attached to the regional support units, they will ensure the collection and analysis of accurate school-based statistics. They will produce brief policy issue papers at least once monthly, as well as regular statistical reports.

Work Plan/Activities

Having identified two persons for each regional support unit, they will be provided training for two months in a central place. They will then be assigned to the regional support centre to oversee collection of accurate school-based data and begin the task of report generation. Computer access will be provided where appropriate.

Institutional Responsibilities

The research officers will be attached to the regional support units. They should come from the regular cadre of the Ministry of Education and be re-integrated into that cadre once the project has been completed.

Inputs

Funding assistance is required for the training of research officers, for the collection and processing of accurate data, and for the supply of computer equipment where appropriate.

Budget

Technical Assistance	300,000
Sub-contracts	200,000
Training	300,000
Equipment	200,000
Operational costs	200,000
Miscellaneous	100,000
Total	**US $ 1,300,000**

Project Number: ED.14

Project Title: **Informal education for civic development for peace and conflict resolution**

Statement of problem, project beneficiaries and expected results

Conflict from the community level to the national level is a problem that is obvious to all agencies working in Afghanistan. Through the use of the radio, a drama accompanied by supplementary readers and notes could be designed to reach all members of society.

Immediate Objectives and Specific Outputs

A 20 part series that will include radio drama which will later be added to cassette tape will be created and broadcast over BBC. Audio tapes will be created for use in community trainings and in schools. Supplementary readers will be designed to accompany the broadcasts and tapes which could be used in adult literacy classes as well as formal school settings. Community mobilizers could use the tapes or readers to assist in discussions with community members and leaders.

Work Plan/Activities

Script writers will have to be identified as well as radio producers. A special conflict resolution team will preview similar programmes and adapt ideas that could be culturally appropriate. This conflict resolution team will work closely with the instructional material unit team in the regional offices. Radio programmes will be designed and field-tested. Educational materials to accompany these broadcasts will be created. These programmes will not only include drama but also include interviews with women and children talking about how the war and subsequent conflict has affected their lives.

Institutional Responsibilities

BBC along with Radio Kabul will be involved from the start of the project. Various ministries of the Government will be informed throughout the process. The Ministry of Education as well as Ministry of Information and Culture will play an important role in the process.

Inputs

Much of the capital investment will come from bilateral donors as well as through the BBC. Well known international peace centres in the world will also be a source for funding.

Budget

Technical Assistance	300,000
Sub-contracts	200,000
Training	300,000
Equipment	200,000
Operational costs	200,000
Miscellaneous	100,000
Total US $	**1,300,000**

Project Number: ED.15

Project Title: Training of Trainers Course

Statement of problem, project beneficiaries and expected results

Before the war, there were nine teacher training colleges operating. Many of these colleges are not cost-effective to refurbish, however many could be utilized with a minimum of refurbishing. After verification, the TTC's that could be refurbished will be identified and three will be selected as training sites for not only physical refurbishing but to begin to develop a long-term approach to teaching training. Staff, or former staff, of the teachers' colleges will be given training for professional upgrading of their knowledge and skills in teacher training to improve their performance in the longer term.

Immediate Objectives and Specific Outputs

Two hundred staff, or former staff, of the Afghan teacher training colleges will have updated skills and knowledge of teacher training techniques. As the colleges again become functional, their skills and knowledge can be passed on to a whole new generation of teachers.

Work Plan/Activities

The two hundred staff selected for training will be given six months' intensive professional inservice education at a central place. International technical assistance will provide information on modern

pedagogical methods. Visits to selected regional institutions may be undertaken where appropriate.

Institutional Responsibilities

One teachers' college will be selected as the main site for training the teacher trainers from all other Afghan teachers' colleges. Depending on the methodology advocated by the international technical adviser, a decentralized approach to training could be adopted and other teachers' colleges also used as training venues as security permits.

Inputs

International technical assistance is required to provide access to modern pedagogical methods. Some funding assistance may be required if regional travel is thought necessary.

Budget

Technical Assistance		300,000
Sub-contracts		200,000
Training		300,000
Equipment		200,000
Operational costs		200,000
Miscellaneous		100,000
Total	**US $**	**1,300,000**

i. To develop the firm believes in God who is One and merciful and is One and only One God who has created us and all the creations on the surface of the globe as well as created solar system and all the existences. So, we have to believe in Mohammed and all the prophets who have been sent by God as well as we have to believe the last day of judgment and being alive again after death. In short we have to believe in Aman-to- Bellah up to the end.

ii. Islam is a religion which supports humanity, peace and education and that means to respect the rights of each individual men and women. There should be a development of a sense of mutual respect. To me Humanity and Islam have the same meaning and Islam is even broader than humanity. Islam respects the rights of animals and the beings including the crops and trees. There are so many common factors between the humanity and Islam as a whole, and exceptionally the peaceful life and mind.

iii. Our education should be planned in such a way to meet the needs of the society. We have to teach the social and cultural values in the classroom. We have to keep and believe in Afghan cultural values which are according to Islam. We have to recognize them and keep them forever in order to be in peace. We must develop the sense of national and international understandings and feelings.

b. General Aims and Purposes:

i. Freedom of choice and thinking and taking action is a Muslim and human rights: God has created us free to think and choose our actions, our ways and our believes accordingly. We are free to think, act and behave in the frame of Islam and our cultural and national values and human relationship.

ii. Responsibilities towards the actions:

We are free to act up to the point which our actions should not block the freedom of our fellow man. Our freedom should not interfere with the freedom of someone else. Freedom means to be responsible of your actions and behaviors, and respect your fellow individual rights. We have no right to impose our ideas upon a free Muslim by any means to follow us. We have no rights to force any body to accept our opinion or political ideas.

iii. Language Development:

To express our inner feelings and argue for these, one needs to talk, read and write fluently in a language. The languages are to express, and communicate. The language fluency and skills to express, communicate and argue should be developed during the primary school periods. Not only the speaking skills but also reading and writing skills must be developed during the primary education.

c. Specific Aims and Purposes of Education:

There are the aims and purposes which will be accomplished in teaching different subjects in different levels of schools. I will tell you that each subject has its own specific aims according to above mentioned purposes. The number of specific aims will be according to the numbers of different subjects taught in different levels of schooling. The specific aims should lead the students towards the general and principal aims and purposes of education. In a way one could say that teaching different subjects of natural and social sciences and moral as well as religion education are the means to reach the principal and general goals of education. Therefore, the specific aims should accord in those goals and purposes.

8. Different types of Education:

I. Primary Education:

Primary schools contain all sorts of basic education which starts from the first grade up to the sixth grade. I propose that grade one up to four will be devoted for learning the language skills, reading and writing, math, natural and social sciences as well as Islamic subjects. The child who reaches the fifth grade should have the skills to read and write comprehensively.

The survey which was recommended to be done, takes time to be completed. The children and youths can not wait so long to start schooling. Waiting will be a waste of time. Therefore a model is proposed for establishment of the schools of different levels of education in the provinces and main cities where ever the security permit. The model is to establish at least three to five standardized primary or community schools at first in each administration unit which is called the local government.

There are 321 such units. The total will be 1605 primary schools through out Afghanistan at the most.

Such a school will be opened as soon as the people of the community would agree upon the criteria which will be discussed with them. It means how much they are interested and if such a project succeed then middle and secondary schools will be considered. The corner stone of such a community schools will be laid firmly in order to draw the attention and the contribution of the people of the community towards the education of their children according to their talents and the needs of the society.

I recommend the co-education in the first three grades (1st, 2nd and 3rd) of such a primary schools. They will have separated classes from the fourth grade on. If this plan does not work, then the girls and boys primary schools should be established separately.

I have to mention a few more points about the community schools due to my past experiences in this regard. I can't recall the year but almost more than thirty years ago the community school idea and project was started by Columbia University team in the frame of Institute of education during the kingdom in Afghanistan which was financed by AID funds. I was appointed as a counterpart of the community school specialist. This project had three phases: 1. Aid funds. 2. Government funds and 3. the community share and participation. The Aid provided funds for the building of the school, the community participate to provide land for building and the government supplied teaching materials and books and paid the teachers. It worked very well at that time. But the people could not afford to pay a penny in cash in that time and especially not now.

Again on the time of president Daoud about twenty years ago a survey was done by a special project of ICA under the leadership of planning and research department of Kabul University. This project had three functions:

First to study the community and find out how much the people could help the schools to educate their children. Secondly the donor or project manager is ready to build school buildings. The government must pay teachers and supply books and other teaching material. In this project we found out that the community would participate to provide local building material and provides labours. This project also succeeded at that time.

The schools were built also through-out Afghanistan. I myself participated in that kind of study.
All the successes were because of:

1. Having a stable government system or administration.
2. Having a well established educational system under the ministry of National Education.
3. All kinds of education, from primary up to university level were provided freely.
4. The people were secured.
5. The people had a deep attachment to their mother land and were patriotic.

I have to mention also the positive effects of having a good administration system during the war time in the north part of country. The schools were reestablished and the people contributed in providing labour and a piece of land to build school buildings in 1987 and 1989. I myself carried the job of establishing schools and supervising education as a whole in that area. I and Mr. Kh,Q.Najmi worked for 14 months with Shora-e-Nezar and opened about three hundred primary boys and girls schools and two secondary in Takhar, Kunduz and Baghlan provinces. The Shora-e-Nezar provided the salary for the teachers and wood for poles and beams, windows and doors of the schools. The books were supplied by Awn-Islami educational projects.

I explained today's Afghanistan situation in items 13th before. There is no mutual trust among the people, no security, no stability and administrative trust-worthy system of government, the life is not save, no body could live with peaceful mind inside Afghanistan, unfortunately.

Though the condition is not so good still the schools are on session in some parts of Afghanistan specially in the main cities of provinces. According to my knowledge I could names some of the provinces where there are proportionally safety and the schools are on session approximately. Even during the war time there were school in the main cities, such as Jalalabad, Badakhshan, Taloquan, Ferkhar, Charikar, Herat, Kundoz, Boghlan, Mazar-e-Sharif, Samangon and so forth. Now we have to choose the area and give the priority to those cities where there are more security and stability. This is the matter which a joint committee of local authorities, donor and project managers or the NGOs may take decision on. This proposal is mentioned as a criteria for opening schools in my second paper.

More over it is worth to mention that one of the main function of the committee should be to soften the ground for mutual trust, bringing peace and security in that community. They can't be developed but with the help of true education. First of all we have to motivate the people to feel that the peace and security is the first value to develop and maintain in the society. Those values can't be impose from the out-side. They should be initiated and created from the within of the community. This is one of the function of education to create such a sense of trust among the people of Afghan communities.

II. Vocational Schools:

There will be in the model plan to establish vocational schools immediately to meet the needs of the community. In any province where the condition permits one vocational school would be opened on the experimental bases. As soon as the situations improve and become normal then such a schools will be opened according to the needs of the community.

III. Teacher Education Institutions:

Similarly another urgent need which will be in the master plan for education is to establish teacher education institutions. The need for the training teachers is very urgent. We can't put a step forward with-out any trained teacher. A teacher education institute consists of the following sections:

a. A primary teacher education branch will train the ninth grade graduates of the middle schools up to 12 grades for three more years. It provides teachers for all the primary classes from 1st up to sixth grades.
There will be established men and women teacher training schools separately.

b. Middle school teacher education institutes select students of twelve grade graduated. They will be given training for a period of two years. It is called higher teacher training college. It may have the following departments for men and women teachers.

Languages Department (Persian, Pushtu, English, and may be Arabic).
History Department.
Geography Department.
General Science Department (Physics, Chemistry, Biology).
Mathematic Department.
Islamic Education Department.
Professional Education Department (This is a service department which teaches professional subjects in all departments).

Each department involves students to train teachers for different subjects for a period of two years.

Training teachers for secondary schools is the responsibility of the universities. That institute is called Faculty of Education, natural science, math, letters and human sciences. The Faculty of Education may have two professional departments.

i. Service department to teach professional subjects in all the subjects matters departments of natural, social sciences and languages, and

ii. Functional department to train professional educators for the higher teacher education departments. Such as we all know teacher education has two important functions: The pre-service and in-service. I, just introduced the first function of teacher education which is training teacher for future.

The other function of teacher education is in-service teacher training. Therefore in the frame of the teacher education institutions there must be held evening courses for the teachers. These courses will be established specially for those teachers who have lower standards of education and were asked to teach during the Jihad period in the local areas of the provinces. None of us have to forget their contribution to education. They devoted themselves in teaching in such a crucial time and difficult situation.

The in-service teacher education programs have two main purposes: One is to up grade the teachers and give them content courses to increase their knowledge. Secondly the teacher will have the opportunity to study professional subjects as psychology, methodology, learning principles, and so forth. These courses help teachers to improve their teaching skills more successful in the field of teaching and be more sensitive towards the needs of children and youths. They realize the individual differences among the students. A kind of teaching certificate will be issued to them.

Teacher education institutes need laboratory schools. These schools may be a primary or middle schools as well as secondary schools for different levels of teacher education to do practice teaching.

IV. Department of Islamic Education:

This department has to serve two purposes. First, to train teachers of primary and middle schools and second to train Islamic leaders and preachers for establishing peace and security. These students will be selected from the gratuities of primary schools and provide them six years of intensive Islamic education along with some modern knowledge. This department may have also a section of memorizing the Holy Koran.

V. Youths, Adults and Handicap Education:

This kind of education may have different functions. The first one will be to teach functional literacy to youths, adults and handicaps. It means that teaching literacy along with some kind of skills which are needed to be taught according to their mental and physical abilities.

Another function of this department is to distribute the youths, adults and handicaps according to their age, and abilities in order to open classes for them accordingly. Some of them may need to develop some sorts of skills in a high level. Courses will be held due to the student's ability and the needs of the society. The department may also establish evening courses for those students whose level of education is low and need more help, especially those who learn slowly and can not keep up with their class fellows.

One can see the other important responsibility of this department to open Islamic courses for those who have been brain washed or indoctrinated by communist regime and Russian activities. Some may require intensive courses to be programmed for them.

VI. Women Welfare Institute:

We all know that there might be more than ninety thousands widows beside the other illiterate women, and those women whose husbands have been killed during the last two years of civil war. They need help and support. They should be trained and develop some kinds of useful skills and some sorts of handicrafts to live upon. This institute will investigate to find out those kinds of crafts which may have a good income and a market too and let the women to choose and learn a skill in a high level. They could be taught skills and literacy jointly.

They may be taught reading, writing, math, social and natural science as they need. They will be taught Holy Koran. If it will be possible to help some of them financially and give them food and other kind of material which will be available. The institute will not promise the salary but will try its best to provide them something to live upon specially for those who may not have any supporters or are handicaps.

VII. Curriculum, and Text Book Department:

The curriculum will be reviewed according to the aims and purposes of education. I will propose to have a standardized level of curriculum. By that I mean that the school graduates should be accepted in any grade of any school abroad. We should not play anymore with the life of pupils. We may have an affiliation with one of the European or American schools, in the mean while we have to emphasize on our own Islamic and national values as well as international values and concepts should be taught theoretically and practically.

I pointed out the short coming of our school curriculum during the kingdom and Communist Regime. Now we do not have to wait any more and commit any mistakes. We have to appoint a strong committee of professional educationalist and experienced teachers to revise and make our curriculum standardized drastically. It means that we have to educate students with high standard and caliber to compete with the standard of any progressed country and provide them with all kinds of possible means and facilities.

If not today we may be obliged tomorrow to have standardized schools. It will be a waste of time and energy if we will not start it now. Let us not play with the life of the new generation but have a firm and qualified curriculum from now on to challenge the talents of our students. In the mean while we should not forget to develop the sense of humanity and courtesy in our future generations.

We have to contact those who are inclined to assist us in standardizing our school curriculum. This is not a simple job. It needs efforts and courageous. It needs a good deal of modern teaching material and equipments. It needs skilled teachers. Though it is very difficult, we have to do something in order to raise the standard of our education and avoid any further waste of time, energy, and talent of children and the sense of brother-hood.

VIII. Textbook, Planing & Administration:

Developing, preparing and printing new textbooks is another heavy task of Education. Afghanistan, which is ruined from the bottom up to the top can not do much of the task to reconstruct education without the help of foreign organizations which are helping us now. We want to be self sufficient as soon as possible, but it takes time and everything can not be done at once. We have to depend for some time upon those organizations who are helping us now at such a crucial time. We should have in our mind to take over such a heavy load on our own shoulder in near future.

Printing textbooks and providing teaching materials needs complete printing set up, such as a press. Without a press it is difficult to print text books and without books and teaching materials it is difficult to teach. Therefor we need to compile text according to the curriculum and make them available for distribution.

We could not take a step for-ward without any pre-planning. We have to plan first and then apply. Planning can't be done without having facts and figures and current information in our hand. The needs for a good planning are good educated, experienced man-powers, administrator and a good deal of budgets.

The function of an administrator is to facilitate the procedures of the plans and the administrative jobs of the project. It provides all sorts of materials which are needed for education. It supplies books and distributes them to all parts of Afghanistan even in the remote areas wherever there is a school. It provides money for the teacher salaries. Beside salaries of the teachers and workers, it provides money for other necessary expenditures which need to be paid.

The educational administrators should have two principle qualities. First they should be educators and administrators in order to understand the needs of the teachers and students.

IX. Department of Building and Constructions:

Buildings are needed according to the numbers for schools and students at different level of education, as well as different kinds of schools. I recommend a study as how to solve such a crucial problem and where to begin.

As you know there may not exist any schools buildings in the villages because of the heavy bombing and removal of the wooden and other needed material by people themselves.

The problems can be solved as follows:
A good number of school buildings should be planned to be built immediately. As much as the people could contribute should be welcomed. There were many good brick buildings which were built by AID or ICA project. They should be repaired immediately. People can't contribute much under such abnormal circumstances. Most of their contribution may be the maintenance of the buildings. In some parts of Afghanistan people have already built schools from mud and stones, but many of these schools do not have doors, windows and glasses. The educational projects should have in its budget a lump sum of money for such a purpose to complete these schools selectively. The ministry of Education has the responsibility to plan school buildings for different levels of education throughout the country (If it is existed and functions normally) and ask donors to help in this regard under the supervision of the Ministry of education or local authorities. Other-wise the NGO's may take the initiative to select the area according to their criteria to build a school building.

X. Mosque Education:

Mosque education should be improved either in the frame of primary education or Islamic education or both. There is co-education in the mosque as girls and boys are studying together. The Mullahs, method of teaching will be improved soon. The Mullah should be paid as a regular teacher. Other teachers should be appointed to carry on mosque education along with the Mullahs successfully. The village leaders and the local authorities should be ready to take over the job of the NGO's after a few years, let us say from 3 to 5 years.

Reading, writing, math, social and natural sciences along with Islamic education should be added in mosque education program. The boys and girl could be trained up to grade three or four and then they need to be distributed in to different primary boys and girls schools. It works if handled properly. Even the first 3 grades of primary schools could be arranged. I have applied this method and it worked properly and success fully during Jihad time in the northern part of the country. If it is necessary, a few rooms can be built outside of the mosque and or attached to the mosque.

Prepared by
Prof. Mohammed Fazel.

Date: 14,02,1994

IMMEDIATE RECONSTRUCTION OF EDUCATION AND SCHOOL BUILDINGS IN AFGHANISTAN

Afghanistan had a large number of schools and a clear-cut system of education before the coup d'etat of the Russians backed communist party in 1978. The country had primary, middle and secondary schools almost all over Afghanistan, also in the remote areas. There was a modern system of schools in Kabul as a model which was assisted, helped and supervised by French, German, English and American scholars.

There was also Kabul University and Jalalabad (Nangarhar) University which consisted of different branches of education like physical, social sciences and medicine. The students enjoyed schooling and enrolling in the different learning disciplines.

Though Afghanistan had a very regular system of education, it did not meet the needs of the country. There was a big gap between the graduates and the various needs of the communities. The universities and the high school graduates would not go back to the areas from which they came. Their education and qualifications did not have the effect of improving the standard of the village life. A gap was created between the educated people and villagers which created further problems and misunderstandings. Those who graduated from higher education institutions did not have the qualities to change the outlook of the villagers and were distant from them. The colleges did not provide the students with the skills to adapt themselves in such a way to change the local community attitudes and outlook. Their education did not effect the behavior of the older generation to accept a program of community development to move forward to modernization and to change their behavior. They did not accept the program of community schools or have a direct interaction with the teachers and schools in the villages.

The people are well aware that the Russian invasion not only invaded the school system but ruined all the school buildings because of heavy bombing. They not only upset the system of education, but also destroyed all the previous systems which existed in Afghanistan. The 14 plus two more years of war left little for Afghanistan. It is obvious that today there are few trustworthy sources to begin the education process again. We have to start the education system again from the foundation.

XI. Other departments:

Departments for physical education, kindergarten and school health service are also necessary to be established to serve two purposes. First it serves for the school children health and second for the health of community. Latter on, as soon as the ministry of Education is established and well organized, it will take over the job of NGO's and will announce and call upon all students and teachers that the schools are ready to welcome. A committee will be assigned in each school to register all the school age children. Some kind of forms will be developed to be filled by teachers and the students of upper secondary grades as well as university students. This form should include all sorts of information and facts including being a communist party member before. They do not have to deny and give wrong information. They should be encourage to tell the truth. If some information proved wrong the situation will be corrected. There will be issued white cards for each individual. There might be held for communist party members some kind of rehabilitation courses if it is necessary.

Before I may close the back-grown paper I have to think about the organization structure of the national ministry of education. Therefore I recommend it as follows:

XII. ORGANIZING THE MINISTRY OF EDUCATION

The organization chart of the Ministry will be according to the immediate needs of the Ministry. The Minister, himself, deputies and all the Heads of different departments should be professional educators with high talent, energetic and have courage in order to perform their duties successfully in such a critical occasion. I may warn you that the non-professional manpower without any expertise in the job rarely succeeds.

Let me review the chart of organization of the ministry of Education as follows:

High Council of Education
Minister

Advisers   Advisors

First Deputy Minister---> Secretariat <---Second Deputy Minister

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1. Department of Primary Education.
2. Department of Middle and Secondary Education.
3. Department of Islamic Education.
4. Department of Teacher Education.
5. Department of Youths, Adult and Handicaps' Education.
6. Department of Women Welfare Institute.
7. Department of Curriculum Development and Revision and Text.
8. Department of Press and Supplying Text Books and Printing Teaching Material.
9. Department of Planing, Statistics and Budget.
10. Department of Administration and Control.
11. Department of Personnel.
12. Department of Supervision and Inspection.
13. Department of Foreign Relations and UNESCO.
14. Department of Audiovisual Aids.
15. Department of Buildings and Constructions.
16. Department of Provincial Directorates.
17. Department of Health Education and Sanitation.

1. High Council of Education:

The High Council of Education is headed by the Minister of Education. It consist of the Minister and two deputies, Minister of Justice or his representative who will be high rank, learned and a man of experiences, Minister of planing or representative, two representatives of the super court, two representatives of the common house, the Governor of Kabul City, the head of municipality, two professors of Faculty of Education from Kabul University and two experienced teachers with high calibre belong to the ministry of Education, The total number is 15 members. Meeting will be called twice a month by the Minister of Education or any time he needed to call the meeting.

The council makes the policy and aims and purpose of education. It approves the master plan of education.

2. <u>The Ministry Council:</u>

There is another council which is inside the Ministry of Education. It is consist of the Minister, two Deputy Ministers and all the Heads of different departments plus the advisors. The total makes 23 or more members. This meeting is called each week by the Minister himself or one of the deputy Ministers in the absence of the Minister. The decisions are valid when the Minister seconds them. The function of this council is to debate about all sorts of educational and administrative problems of the Ministry.

There should be a clear cut division of the responsibilities of the two deputies according to their backgrounds. These two deputies along with the advice of the Minister make the proposal about the division of the tasks among them and submits to the high council for the final decision.

The Minister of Education assigns a professional committee to revise the rules and regulations and job descriptions of the Islamic Ministry of Education. Different committees will be assigned for different purposes and look at different aspects of education to avoid them from committing any mistakes. The results of the studies of these committees after the reaction of the Ministry council will be submitted to the high council for the final decision. If the Minister feels this process is necessary, otherwise the approval of the Council of the Ministry will be the final stage.

The policy for female education will be approval by the both Councils: Ministry and the Higher Council of Education. Female education is a main task of all the different departments of education. They plan and programme it. The manpower who will carry such a heavy load and responsibilities must be men of experiences and with professional background in order to take firm and wide steps towards reaching the goals and the purpose of education which were mentioned before.

<u>Conclusion</u>

Now let us think for a while and ask ourselves if we could carry such a heavy load of educational reconstruction, without the help of those Afghan experts and professional educationist and scholars who are in the foreign countries? The answer is obviously no. Then how we contact them? And draw their attention to such a crucial and important tasks?

How can we encourage all those experts to participate in reconstruction programs of education? Could we call upon them and invite them to return right now? Could we grantee their safety and life in such a condition? Could we pay them a high salary? Those who are well educated and have obtained master degrees and Ph.D during the 13 years of Hejrat from European countries and U.S.A and adopted themselves in the western life could they return to their home land? Educational reconstruction needs these people urgently and their expertise, but how can we convince and peruse them to come back? They need a high standard of living and security. Could the foreign organizations help to rebuild the schools and standardize the educational system during the educational reconstruction without selling and imposing their ideas and idealogy upon us? These are some of the problems which we are facing and need to be discussed among us and our good friends, donors and NGO's.

In the light of these proposals and background I will react on the memo, which is called NRC/NCA Education policy or how we get on.

II

NCA / NRC EDUCATIONAL POLICY
OR
HOW DO WE GET ONE

MEMO.

NRC/NCA EDUCATION POLICY, OR HOW WE GET ONE.

25.01.94

Arne Strand

....

Organizational Background.

NRC/NCA have since 1981 received support from Operation Daywork for primary education in the camps in Pakistan. These funds were used to fund other NGOs that were implementing educational programs, like IRC and ICA.

Support has been given to ARC and later NPO for their technical training centers. With the NORAD support in 1989 NRC/NCA started to support technical education in Afghanistan.

During the last years we have supported reconstruction/ construction of school buildings inside Afghanistan, but I have not found any special criteria for our support.

No special policy have been worked out for NRC/NCA educational support and there are no special guidelines from either of our two organizations. But NCA and also now NRC are putting emphasis on the need for education.

Education in Afghanistan.

Afghanistan has one of the lowest literacy rates in the world. Appr.93 % of the men and almost 99 % of the women have not received any kind of education. Most of the education took place in the cities, where also the institutions for higher education were located. Most of these in Kabul, some faculties were also placed in the bigger cities like Jalalabad and Herat.

When the communists took power they introduced a new literacy plan, forcing rural people to send both boys and girls to school and mix them in the same classes. A very strong reaction came to this, leading to open revolt, killing of teachers and destruction of school buildings. Since all communists were educated the common man and women regarded education as the root cause for communism and all the problems that came upon Afghanistan. Feelings like this is still to be found among people several places i rural Afghanistan.

Education in the camps.

In the refugee camps in Pakistan gradually education was offered by Commissioner Afghan Refugees, NGO's and the political parties. To attract the interest and acceptance of the parents they often used "jehadic" symbols in the teaching materials. Students learned to

count Kalashikovs or hand grenades. All books kept strict to Islamic values. Some of the more well off refugees send their children to attend pakistani schools, paying fees.

It might be unto 50 % of the refugee children that attended education in the camps, and also girls were now sent to school. I believe there are several reasons for this. One is that the education was offered by the same institutions that provided food and looked after the refugees. The refugees then felt compelled to send their children to school. Was it a political party organizing the education they felt sure that it was proper and according to cultural and religious values (a lot of party schools were set up, there were almost a competition between them in this regard. Several female party departments had their own schools running, providing job opportunities to their female followers).
Another important factor was surely that the families felt quite a relief when they could send the children to school in the morning. Limited space and possibility for activities for the children created a lot of problems in the camps.

In Iran education were offered to the afghan refugees, some in Iranian schools and other in schools run by afghan political party.

A strong opposition towards education was built up in rural areas in Afghanistan in the beginning of the war. The time as refugees changed the mind of a lot of Afghans and can now create a positive environment for education in Afghanistan, much more positive then before the war. And education also for the girls now!

Situation inside Afghanistan.

By the mid eighties some NGO's started to assist education programs inside Afghanistan. SCA Afghan Education Committee and University of Nebraska were the largest suppliers of school materials and teachers salaries. Usually a commander came and asked for support for a specific number of classes, and got it. It is very difficult to say how many schools that were actually running during these years, but it is very clear that the quality of the classed varied a lot.

The schools in most cities were kept running during the war years and a lot of girls were attending school here.

When the refugees started to return from 1991 gradually the demand for education also came. Some places they stared to organize their own education, other places they were linked to existing educational structures. The newly arrived seems to have a very positive effect in convincing those who stayed behind about the new improvements of their lives. Education is one such thing. (We have evidence from immunization of children where people were reluctant

to have their children vaccinated. After the return of refugees from Pakistan they are now coming for the NGO's demanding immunization programs.

The problem facing newly returned are to secure enough labor force to manage to both reestablish their families and to provide/ cultivate enough food. In such a situation they will hardly be able or willing to send their children to school before the basic needs are met. The girls will then often be the first to suffer.

Special attention have to be paid to convince people to send their children to school in the first year after the repatriation. This dropout effect needs to be looked into in connection with other programs NGOs sets up in the area.

A unique chance.

From my point of view the largest educational problem in Afghanistan is the lack of education facilities, the lack of qualified teachers and the lack of motivation to send children to school. This in itself is an emergency situation.
If we are to make any improvements and have any impact from our work we need to address these issues, and to use our resources in a way where we create a positive environment for education.

We are in the unique situation where most of the refugees have been in touch with an education program and have become positive to education. If we loose this opportunity to play on the interest among the children to continue their education, we might have to wait for decades before a similar opportunity comes again.

This is a much larger emergency then those who temporarily are in a refugee situation, like from Kabul and Iran. Those from Kabul will go back to an environment that most probably will be positive to education. Those from Iran will continue to places where there at the present hardly exists any education.

How to do it.

We are already supporting various rehabilitation programs in many parts of the country where we can seek information on local initiatives and demands for education already existing. We should use these cases and support them, usually they then also have teachers and an established structure. We should not create "artificial" school environments, but gradually work out of demand, and create new demands. Then we/ implementing organizations will also be in a bargaining position, putting forward criteria for support.

Today I can think of :

1. Local participation as for teacher salaries and other expenses. Surplus of other programs set up/ supported by the NGOs should be earmarked for the school.

2. People are responsible for sending their children to school, the seasonal drop outs must be reduced.

3. People have to participate in running of the school, as some kind of school committee.

4. If there are to be building of schoolhouse, we clearly prefer reconstruction of existing structures. There needs to be a school in the area that have existed and being well run for more then one year. A strong local participation will be necessary before we go in with any funds.

5. No school material should be for free, level of subsidies should be set in each area.

6. We should strongly support is teacher education, mainly through training courses to upgrade those who already have started their job as teacher.

Conclusion and recommendation:

My conclusion is to concentrate on the largest emergency for Afghanistan: The lack of education. And to use this unique chance now where there has developed a very positive attitude to education in the camps, and to provide educational support to the returning refugees.

I recommend that we hire one or two afghans to work out a concept on how we should approach in such a case, who we will benefit from working together with and what methods our cooperating partners should use in their work. This/these persons should be hired as soon as possible and for 2 months (February and March)

Various forms of education should be looked into to see if we should concentrate on basic education or if it is also necessary to support vocational training or higher education.

NRC Rapid Ed concept should also be evaluated and judged in an Afghan context.

Special attention should be paid to education of girls, and how it is possible to secure this.

The recommendations will first be brought up for discussions within NRC/NCA and then passed on to NRC for further discussions.

III

SOME REFLECTIONS ON EDUCATION IN AFGHANISTAN

Observers have suggested that the origin of the gap between generations and the current suffering and miseries goes back to the last ten years of the monarchy. One of the aims and goals of education was to train obedient civil servants, faithful to the monarchy system, King and Royal family. If a bit of doubt was felt that a civil servant did not believe in royalism, he was fired from his job or he had to stay in the lower rank. Even the Prime Ministers and other Ministers could do nothing, but obey the order. They could not exercise their own will.

The educational system was then upset which resulted in a lack of discipline and order which were the main cause of the unrest. Those enchained to the communist party, who were the "yesman" of the court, had a direct link with the royal family, so nobody could stop them from their actions. They did what they wanted to do. They attacked the education system, and its values, freedom and beliefs.

They soon started a war against all the people who were Muslim, freedom lovers, and specially those who did not follow them. They wanted to apply all communist rules and regulations in an Islamic and non-aligned country like Afghanistan. They disturbed the peace of the region.

The existing condition of Afghan education:
If we think a little bit about the existing condition of Afghan education, we will find that:

1. The communist's first action was to attack our freedom, education system and Islamic believes and valves. They changed the school curriculum in such a way to include the communist idealogy.

2. They established children's organizations at the primary schools and youth's organizations at secondary schools and university level so that they could effectively work against our beliefs in God and freedom and cause students to abandon their Islamic values.

3. To further weaken the Islamic beliefs of students, a new subject was introduced at all levels of education. This subject had nothing, but Marxism and communist idealogy. Whoever failed the course had to repeat the whole year.

February, 1994

This paper is prepared by W. M. Rahimi upon NRC/NCA request. Prof. Rahimi is the Coordinator of Research and Planning Department of UNO/ESSP.

Some Reflections on Education in Afghanistan.

The fourteen plus two years of fighting for freedom and eminiciputiom, unfortunately resulted in destruction and damage in almost all walks of Afghans life, both in urban and rural areas. This unique period in the history of Afghan nation can be assessed both positively and negatively. The dark side of present situation is the destruction and damage to the cultural and educational institutions.

The fighting reaching its climax in the past 6-7 weeks in the capital is the worst of all fightings and power conflict. As a result of this "war" people of Kabul and along with it from other parts of the country too have lost their lives and their possessions. The damage to cultural heritage is irrestoreable.

Being the situation as such, the destroyed and the damaged country needs reconstruction. It is the prime task/responsibility of Afghans young and old, male and female from child to adult, to take active part in rebuilding the country. For better and effective participation they need education and training of all types at various levels.

However, one should admit that at this juncture of time, people of all ages, both gender, first and most of all are in dire need of food, shelter, health and security; peace of body and mind.

The lack of these requisites of life (1) just for ordinary and normal living and (2) for socio-cultural activities which education is one, will be hampered/effected negatively.

But, even so, an integrated approach to safeguard the "life" of people is needed. In this approach which may be worked out by one NGO or with collaboration of several, may produce the desired results. In this approach sustainablitlity of measures receives high preriority, not only to start the program or activity, but let it move steadily and productively.

In present day Afghanistan, any assistance to fulfil the basic needs of people is essential and valuable which, in turn, is valued. One is considered to be education for both refugees and non-refugees for both gender.

Regardless of statistical estimates in gross fingers and/or in percentages showing literacy and school participation rates, the extent to which education has been offered has been small for both gender. Females suffer more than males, rural areas more than urban ones Educational institutions offering such services don't function adequately, or in some communities/areas they don't exist.

For an emergency action and for maintaining measures of sustainability, working out of an action plan in detail should receive priority.

For planning purposes and for decision making, first hand data is needed. In order to secure or collect the data, a survey should be designed and implemented. Without data based planning efforts in offering education will not be effective and fruitful.

In my opinion, emergency action by nature is an immediate solution to a problem which may or not be endurable/lasting. It can be shown by this diagram

Problem————→immediate action————→ Solution (usually not endurable/lasting.

We should accept the fact that education has suffered in various degrees, virtually for some education to no education. In other words, all existing schools for boys and girls rural and urban, suffer from lack of modern text-books, trained teachers, modern curriculum, school building, poor management and supervision, instructional materials/aids, teacher incentives (salaries) etc. Over all education is suffering from structuring and running by different bodies, without having any coordination. In some areas it is run by unauthorized bodies.

The following presents comments on issues raised:

Community participation in education.

1. My personal observation is indicative of the fact that current conditions of family life in the country does not allow parents to support education in terms of teacher salaries and/or other school expenses. However, as is indicated, people in the communities give importance to education and consider it valuable. Virtually more than 90% are not willing to contribute in tangible aspects. They may participate in non tangible/programmatic activities. To findout the fact,

special studies on issues like this, on a sample basis in several communities can be useful.

2. Education has been compulsory (at primary level) and free for all from kindergarten to University education by law, in the country. It will be under such conditions the people may send their children to school. Though the law was not enacted fully prior to 1970. People follow their own path of life on priority basis or needs. To notivate people community mobilization campaign should planned and implemented.

3. People participation in the running of schools must be sought after undertaking attitudinal studies on people/community willingness and ability to support and send children to school. They may participate in "school council" or in "PTA" or other form of organizations to draw their attention to the value and importance of their participation in education.

4. Seeking community participation in rebuilding or in repairing schools in designated areas/communities will be found out after conducting the proposed survey. This approach requires establishing very careful procedures for funding and operation. The policy of providing funds for existing schools within communities and reconstructing the schools by communities, I believe, bears stainability which is a must for school maintenance. Well planned monitoring and supervision program seems to be very effective.

5. This can be determined after undertaking the proposal survey. People may contribute financially or other wise to a very minimum extent. And that may be in form of labor, providing land or material and the like. Community participation in the past (prior to 1987) has been of this nature.

6. I think the training of teachers through workshops and seminars is directly linked with school curriculum and the text-books used. These two components

are pre-requisite for this purpose. Assurance of availability of national-wide curriculum and text-books in the school system prior to undertaking such program should be highly considered. It is the key element in the success of such program.

It seems very promising that people have developed positive altitude towards education and that funds are available for this purpose. These two indicators are promising signals for the success of such assistance.

There are various ways to approach offering education to Afghan children in different areas. Any approach should take into consideration three categories of children:

1. Children in the camps in Pakistan (Particularly the newly migrated families)
2. Children in the camps inside (in the provinces).
3. Children of repatriate cum non-refugees in Afghanistan.

They all need education wherever they are. Such education requires structuring and organization. None can be achieved without a comprehensive survey. The results of such survey pave the way for effective planning and implementation.

Any approach, under present condition inside the country requires:

(a) Direct contact with communities.

(b) Direct contact with individual schools and

(c) Direct contact with higher authorities. Being at provincial level (Department of Education) or at central level, Ministry of Education.

At community level, formation of educational "shoras" or councils composed of community elders, leaders and school personnel are suggested. Afghan educators and experienced persons residing in Peshawar be consulted.

- Objective (s) be defined designed,
- A program be designed to include:
  a. Curriculum
  b. Method
  c. Training
  d. Monitoring/Supervision
  e. Evaluation/Assessment
- An organization/structure be formed
- Implementation strategies (for above categories of schools) be prepared.

Female Education:

Education of girls in rural areas is problematic. One way is to looks into this issue as followings:

1. Establish school in areas where schools existed for girls.
2. In new areas start community campaign or social mobilization campaign to

convince people of the importance of education for girls in home, community and the society at large.

3. Promote the concept of "Home-School" for girls.
4. Assess the needs of the community.

Types of Education:

Various forms of education are needed for school age children and the needs arising from the result of the survey. They are:

a. Basic education including literacy for all.
b. Vocational Education and Secondary education.
c. Higher Education.

Basic education has received assistance to a lager extent but not sufficiently. Vocational training very little. No attention has been paid to higher education.

Priority should be given to higher education. It is at this level that Afghan can be trained to promote education at lower levels and provide the country with qualified trained expert and specialists in different fields.

IV

NCA / NRC EDUCATIONAL POLICY

Prepared by
Prof. Mohammed Fazel

Date: 30,04,1994

NRC/NCA Education Policy

Introduction:

It is well understood that NRC/NCA have devoted their affords as a Donor and a NGOS in basic education for Afghan refugee children in the camps area in Pakistan since 1981. They started to support some kind of technical education inside or outside of Afghanistan in 1989 as well. They also contributed in reconstruction and construction of school buildings but without any special criteria. What is necessary now is to work out and plan a clear cut and special policy guide lines for NRC/NCA in the frame of Afghan culture, and answer the questions how and what to do and where to begin with?

Now we have to think about what to do first and then how to do it and as a final step where to begin. It is mentioned that both of the organizations, Norwegian Church Aid (NCA) as well as Norwegian Refugee Council (NRC) have already agreed to work on education which is the first need of any country and specially the ruin Afghanistan. Actually education is the base for any kind of changes and progresses. No nation could take any step forward towards peace, security, stability and ... without education. What kind of education may be consider first? To which one will be given priority? It needs survey and planning to answer these questions. The back-ground of education inside of Afghanistan is written in detail in the first paper of mine under the title of, Immediate reconstruction of Education and school building. It is quite true that most of the education took place in the main cities, including higher education, as you have pointed out. But later on, primary and middle schools were established almost all over the country in each local government unit before the invasion of the Russian's Army. The new gap is created for two generations since the invasion of Russian up to now in Afghan Education (14 years + 2 years).

Education in the Camps Area

There were some sort of education to meet the temporary needs of the children, parents and the parties in the camps Area. Some of the reasons for that kind of education were mentioned in your paper. I am not in favor of using terms and concepts which creates problems such as Kalashinkoves, and hand grands and so forth in the future text books for children, as soon as they are prepared.

I had opportunities to supervise the schools under the Commissioner Afghan Refugees in Peshawar. The schools were in a very poor conditions under the tents, even in the new buildings. There were lack of safe drinking water, latrines and play-ground. There were no qualified teachers and good teaching materials. We held seminars for school teachers and head masters in Belgium Committee.

There were several first grades which normally should be called A, B and C classes, but they were called superior for A and inferior for B classes. At first I thought that after some kind of tests they may label the first grades superior and inferior classes. When I called upon the headmaster to find out what these signs mean, the headmaster explained to me that there are two first grades. So he named them in such a way. Fortunately the director of Education was also present there and I corrected them and explained to them that it is not good to call any class inferior or superior, let us call them A and B classes. It may creates psychological conflicts. They omitted to teach one of our official languages in those schools such as Dari (Persian) and Afghan history. I wrote a complete report and sent it to UNHCR through the Belgium Committee that I worked for.

I certainly agree what is mentioned in your paper about the attitudes of Afghan people on educating their children at the beginning of war and later on . Really at the beginning of the war they had a negative attitude towards education. There are many reasons for that. They changed their minds under the positive environment. They realized the need of education for the boys and girls. They believed that education is necessary to live in peace and solve the problems successfully, and help them to communicate easily among themselves.

Educational Situation inside of Afghanistan During the War time up to Now.

There were two kinds of education running inside of Afghanistan during the Communist Regime. One of them was applied by the regime to indoctrinate the school boys and girls into the ugly communist ideology. That was why the people of Afghanistan hated that kind of education which would spoil their culture and believes. The other kind of education was developed and applied by the committee of Education through commanders with the help of NGOS. This kind of education was wanted if the commanders were kind enough to permit the committee to provide the opportunities for boys and girls to attend school and spent the money and used the teaching material properly. Some of the commanders were honest to spend the money and use the facilities for the educating children and some other, because of different reasons, didn't.

4. One of the main purposes of education in a free country is to develop self-confidence and mutual trust. This constitutes one of the fundamental bases of a moral society. But wherever the Russians established their influence, they created an atmosphere of mistrust and destroyed the self-confidence of the people. On that day in Kabul city, two persons could not talk freely together, and none could share intimate feelings or convictions with anyone else, even with close friends or family members. No one could trust anyone else and there was no freedom.

It is obvious that the absence of mutual trust and confidence was due to two main principles: (a)fear of despotism and terror, and (b)fear of intelligence services. Both are common in a communist regime. They tried their best to destroy understanding, the mutual confidence and trust among the students at different levels and the people of the country. Even now one can observe its effects and influence on the behavior of Afghan nation.

5. The Russians applied an automatic promotion system to students. Students were up-graded who were party members. Many were absent in the classroom and on duty, but were still up-graded. Similarly they did not consider individual differences in teaching and evaluating students, which are two main principles of education.

6. The Russian adviser's office was next door to the Minister of Education. The adviser constantly instructed the Minister and he followed the order.

7. At all levels of education from the primary schools up to the universities, the Russian advisers were implementing plans for institutionalizing their system. The Russian advisers revised the curriculum without consulting Afghan teachers or professors.

8. Afghan children were deprived from schooling at all levels of education. The massacre of Herat started soon after the beginning of the war against Muslim population in Afghanistan. The sad consequence of the war was there were more than a million and a half martyrs, over five million refugees and one million handicaps including school children, teachers, and professors, many educated people, and young men and women were included. There might be more than ninety thousands widows.

I myself was responsible to establish schools in the area where Shora-e-Nezar had the authority. I sent the list of a few schools to be supported in Takhar province to one of the NGOs in Peshawar. No need to name it. The NGO sent me a list with more than forty schools supported by them in that area. Believe me none of these schools received any kind of help from any sources on that time. We all know what did happen to all these money and teaching materials.

The standard of the schools which were run by the Communist regime were completely too low. The upper graders read and write with difficulties and committed many mistakes. They did not even understand the boundary of Afghanistan. What they were taught was only yealning Hurrah.

As soon as the refugees return to Afghanistan they begin to reconstruct their ruin houses and cultivate their lands to get enough food. They tried first to take care of their basic needs. There were no sufficient schools, teachers and books for the children. They were also quite busy to secure their basic needs as food and shelters. Soon after started the civil war among the parties. The children did not find any opportunity for schooling inside of Kabul city and some of the provinces. University was closed and it's building was ruined. Even the NGOs work were effected to some extent by such an abnormal happening. But still some kind of education took place and is also continued in the provinces, now and then.

I agree upon your recommendation or conclusion that, reads as:
"Special attention have to be paid to convince people to sent their children to school in the first year after they return". But if there would have been peace in Afghanistan and people who returned they had to do so. Because those who have repatriated refuged again from Kabul and some other areas to Pakistan and some other part of Afghanistan. They did not feel security and peace inside of Afghanistan and in their own home land.

A unique Chance:

It is worth to call the lack of educational facilities, the lack of qualified teachers and the lack of motivation to send children to school as an emergency situation. Addressing to these issues need all kinds of efforts and using all sorts of resources available to create a positive educational environment. Positive educational environment needs peace and securities. I feel the first duty and afford of all NGOs, donors and each individual Afghan is to secure peace in Afghanistan and create educational atmosphere to begin with all sorts of educational projects due to the need of Afghan community.

According to my understanding this is the unique chance to try in such a way that the people feel education as the felt need for developing the talent of their children peacefully. They should be developed physically, mentally, emotionally and socially in such a balanced way to meet the aims and purposes of educations and the needs of each individuals as the member of the community.

Another unique situation , as you mentioned, is the reality that most Afghan refugees have been in close contact with the educational programs in Pakistan and developed positive attitudes towards education. We have to get benefit out of such an opportunity as much as we could, otherwise it will be waste of time and interest.

What to do and how to do?

Now we face two questions that what kind of education is needed and how to do it. I think all sorts of education is needed, from primary up to university level, plus vocational and teacher education. To me the priority should be given to train teachers for different levels of education. If the country may have qualified and well educated men and women teachers, then it will be rather easy to establish schools for boys and girls in different level and in different parts of the country. The demands and initiative for education already existed among the people. Afghanistan almost lost all the skilled teachers, vocational trainers and professors today. They are killed, died or moved to other countries.

Teacher Education.

This is the bitter fact that there are only limited number of teacher trainers and University level educated personal in Kabul. Afghanistan and specially Kabul city is a battle field today. There we may plan to establish such educational institutions. The main cities may attract our attention, area such as Herat, Jalalabad, Kandahar and Takhar or Mazar, as well as close to Kabul such as Loger or Perwan. We have to train teachers into three levels primary teachers, middle school teachers and secondary school teachers and even professional education teachers or teacher trainers. Then we may need three kinds of teacher training institutions. One on the primary level to chose the graduates of the middle schools (nine grades graduates) and provide them three more years of special education to be trained as primary teachers. We may call it primary teacher training institution. To train teachers for the middle schools requires to select the graduates of the secondary schools and provide them with two more years of education. This institute may be called Higher Teacher Training Collage. For the secondary schools we may select 12 grade graduate and train them for four years. This is an University level teacher education institution.

We may train social sciences and language teachers at the Faculty of letters and human Sciences, as well as the natural sciences and math teachers in the Faculty of sciences. We may need professional education teachers as well. They may be trained in the frame of the faculty of letters or in a separate higher education institution named Faculty of Education.

These teacher training institutions need lab-Schools in the primary, middle and secondary level of educations. These lab Schools serve for practice teaching and curriculum development. In order to meet these purposes it is necessary to select very experienced teachers and provide them with job training. They may be given the recent knowledge of methods and subject matters. They have to keep their knowledge updated. These teachers education institutes and Lab Schools should not creates an artificial school environment but "gradually work out the present demands and create new ones".

Criterias:

The criterias which you have thought for opening schools are wonderful. It takes time to meet those criterias. We must look to the problems realistically. We have to realize and understand today's situation of Afghanistan. Afghanistan needs education as an urgent need to remedy and therapy the unsecured wounded body of the country and create educational atmosphere. To fulfil all the demands and meet all the criterias, we need a long-range programme. It is obvious, by any reason that one may think, Afghanistan's first need is education. Though prior to educate a nation needs security, peace, food, clothing and shelter. We know all what is going on in Afghanistan today. I as a humble student of education think that the lack of education caused all these conflicts, tragedic events, sufferings, killing brothers and destroy country totally and so forth.

Ignorance bring all sorts of tragedies and bad lucks. I could say those provinces of Afghanistan which have more educated people, rich cultural back-ground and are ruled by regional councils are rather in peace and avoid fighting among themselves. The people of those areas are wise enough not to be under the influence of the parities in such a level to kill brothers and destroy houses, building and even people of their provinces and lose all sort of securities. They solve their problems through discussions and counselling. Even they try their best to seek ways to solve the national problem by organizing the peace councils from the representatives of all the nation if the leaders of the parties agree upon. These areas may be the best places to be selected to open schools after a deep survey and at least for a duration of four to six years project. The balance to establish schools in the regions or province should be taken under consideration as much as possible.

The schools of different levels may be opened after creating mutual trust between donors, NGOs in the light of the criteria which laid down.

If I may, I will react upon all the six criterias which are mentioned under the title "Today I can think of".

I will add some other criterias that I feel they are necessary.

The six criterias are as follows:

1. Local participation as for teacher salaries and other expenses. Surplus of other programs set up / supported by the NGOs should be earmarked for the school.

2. People are responsible for sending their children to school, the seasonal drop outs must be reduced.

3. People have to participate in running of the school, as some kind of school committee.

4. If there are to be building of schoolhouse, we clearly prefer reconstruction of existing structures. There needs to be a school in the area that have existed and being well run for more than one year. A strong local participation will be necessary before we go in with any funds.

5. No school material should be for free, level of subsidies should be set in each area.

6. We should strongly support in teacher education, mainly through training courses to upgrade those who already have started their job as teacher.

Now I have to react upon them one by one:

1. The education from the first grads up to university level were free of charge in Afghanistan. Actually it were not free, because the people paid taxes for the education of their children. Therefore it is difficult for them to pay a penny again for the teachers salary. The primary education is compulsory by law in Afghanistan though it was not applied in a full scale.

   It may be easy to ask the local participation for other expenses as labour work, local material, a piece of land and so forth but not in cash. I am not disappointed. The day may come to pay for education of our children directly participate in all kinds of expenditure of their schooling.

It takes time to change the attitude of our people in such a way that they not only demand the education for their children but also participate actively in this regard. They already pay 10% of their income to Mujahideen in some areas. They have to participate in educational processes.

At this very moment I can't dare to recommend any kind of payment by local people. They are suffering a lot during the 14 plus 2 years of all kinds of war and they are starving. As soon as we may have peace and all these disturbance and disasters are over and there will be a stable system of government according to the will of the people, without the interference of any one else, it will not be difficult to demand the cash participation of the people for education. We must have patience and wait for the right time to come . Now I put the first item as follows.

1. Local participation for the education in such an abnormal occasion will be demanded as much as the people could afford. The rest of the programme set up will be supported by NGOs for a duration of 4 to 6 years. Then the local authority must take over the responsibility of the schooling.

2. People are responsible for sending their children to school. I think that sentence which shows the responsibility of the parents to send their children to school is sufficient. Let us to drop the rest of the sentence. We do not have to remind them about the seasonal drop outs. It should be avoided by all means because the primary education is compulsory.

3. We must try first to convince people to accept the idea of school community for one or two years of schooling and then expect them to participate in running of their children school. Item there is quite applicable after getting the people ready. So let us put it as follows:

   Let us first try to get the people ready to participate in running of the school in future, as some kind of school community.

4. Item four is very good. It makes sense to rebuild those school buildings which existed before. Only I have a question about strong local participation before readiness of the community. So I will put item four as follows:

   If there are to be building of school-houses we clearly prefer reconstruction of existing structures, there needs are to be build and established a school in the area that have existed and being well run for more than one year. A strong local readiness for participation well be necessary before we go in with any funds.

The participation should be well defined. They should know what would be their responsibilities to carry on. What kind of participation do we expect them? All these point clearly should be discussed with local authorities and people. A question will attract my attention that what will happen to that unfortunate areas where were no school before and no one would pay any attention towards them in future? I think one have to open school in these remote areas where there were no school and school building before.

5. Such as I mentioned before that the system of education which was applied for years in Afghanistan was a free system from the primary school up to university level. Even the boarding schools were free for those students who belonged to the provinces and the remote areas. The books, note books, pencils, chalks and etc were distributed freely for the students without any kind of subsidies.
I think it may be a good time to change the system, but still a stable national government, security, peace, food and shelter may be needed first. I agree that giving everything free may not be good and possible in future. It will spoil them. The participation of the parent is needed in full scale. If you ask me and those who realize the need of education to participate in the education of our children that will work hundred percent. We all say yes and show our readiness. While 97 percent of the parents are illiterate and their lives are in danger at this very moment, then how can we ask them to subsidies or purchase books, note book, pencils and etc for the education of their children. Beside being illiterate they are poor, they lost every thing during the invasion of Russian and plus 2 years of civile war. So I put that item as follows:

No school material should be distributes freely to those students if the standards of the parents living is, high enough to pay for it. The amount of subsidies should be set up according to the readiness and standard of the living of the people in each area.

6. Item six is very important. No education will be carried out without qualified teachers. It should remain as it is.

7. I add item seven. It is read as follows:
A joint committee of donors, NGOs, local authorities or leaders, parents and teachers is needed to be organized. Functions of this committee will be to take joint decisions and then make the contracts. The contract should be made in such a way to be acceptable and trust worthy. This committee creates the educational atmosphere.

The members of the committee must try their best to build the mutual trust among the local authorities, donors, NGOs, and teachers and make the people ready to accept the ideas of community school and participation in educational processes. This committee and the authority people of the area must try to change the out-look of the village people to contribute to the education of their children.

8. <u>A council is needed to be organized as a Central and National High Committee which coordinate a balance programme to be applied inside of Afghanistan.</u>
With a balanced program I mean two important points of the donors and NGOs responsibilities. The first point is to combine the functional literacy programs with the local needed crafts. The second point is to establish any educational, social welfare, health and leadership programs which should be applied in all parts of Afghanistan and the regions and provinces in a balance way.

It is not necessary to concentrate all sorts of educational project only in one of the province or region to unbalance the cultural development of the community and block the communication among the people. Such as it was done before. Some of the provinces had all sorts of privileges and the others were deprived.

A council is needed to be made for this purpose. The member of this council may be 2 experience Afghan educators, representative of National Educational Authorities, five representative from East, West, North and South of Afghanistan or according to the number of regions as well as one from Kabul city, plus 2 main donors and 2 main NGOs. The total may not exceed more than 15 persons or so.

It may be a multipurpose council which may evaluate and revise the policy of donors and NGOs programs time by time and check the out comes. This council may think about its own how and why and so forth and their is no need to advise them. There may be sub-councils on regional, provincial and district and local level.

Therefore the criterias will be set up as follows:

1. To set up a high council on the national level to have sub-original, provincial, distract and local council as a policy maker.

2. To set up a joint committee of donors, NGOs, local authorities, parents and teachers for the application as well as educational planned programs or projects.

3. Local participation for education in such an un-normal occasion will be demanded as much as people could afford. The rest of the programme set up will be supported by Donors and NGOs for a duration of 4 to 6 years. Then the local authorities must take our the responsibility of schooling.

4. The people are responsible for sending their children to school according to the country law.

5. Let us first try to get the people ready to participate in running of the school in future as some kind of school community.

6. If there are to be building of school-houses, we clearly prefer reconstruction of existing structures. There needs are to built and established a school in the area that have existed and being well run more than one year. A strong local readiness for participation will be necessary before we go in with any funds.

7. No school material should be distributed freely to those students if the standard of their parent's living is high enough to permit to pay for. The amount of subsidies should be set up according to the readiness and standard of living of the people(Parents).

8. We strongly support in teacher education, mainly through training curses to upgrade those who already have started their job as a teacher as well as pre-service teacher education.

Conclusion and recommendation:

I agree hundred percent with all your statements that the lack of education is the largest emergency for Afghanistan to be taken care first. Specially one may take advantage from the unique chance that is the Afghan refugees have developed a very positive attitude to education when they were in close contact with educational processes for their children in the campus areas in Peshawar. Now we have to provide educational support to the returning refugees inside of Afghanistan.

That statement is very sound if we would have been sure that all those refugees who had returned to their mother land in side of Afghanistan would have not refuged again because of all disasters and the unfortunate situations in Kabul city and the other provinces. If some of those who have not returned but stayed on along with the new refugees in Peshawar and in Jalalabad as well as in Loger and Perwan areas. However, the lack of education is the most crucial problem of Afghanistan to be tackled immediately.

There are some other problems and needs to be taken care before handling education. They are as follows:

1. The most urgent need of the people of Afghanistan today is food, shelter, health and security as well as peace of the body and mind. We have to take care of all these needs parallel and simultaneously with education.

2. The urgent need of participation and contribution of all Afghans, individuals in the reconstruction of their country is necessary.

3. The aims and purpose of Afghan Education which I have recommended in my first paper will be taken under consideration during planning education and developing curriculum and teaching materials and plans.

4. One of the first step which will be taken towards education is to create an educational atmosphere or environment. Creating positive environment needs peace and security from very beginning. I personally feel the first duty and responsibility of each Afghan individual, NGOs and donors is to try their best to secure peace in Afghanistan. That is why NRC/NCA is planning to hold a work-shop for NGOs about peace. Then we have to begin with planning all sorts of educational projects. This planning need a deep survey and finding out the needs of Afghanistan for different types and levels of education.

5. In the result of such a survey we will find out the lack of standardized curriculum in all level of education, lack of modern textbooks according to the need and standard of education, trained teachers, school buildings, good management, supervision and monitoring system, evaluation and assessment, better teaching materials, teacher incentive and so forth.

6. A committee should be made to think about the new peaceful curricula for primary, middle and secondary schools, teacher education, higher education, technical and vocational schools. The council should transfer the sound scopes and sequences or the concepts, attitudes and values into new Afghan generation in-order to develop their physical, mental, emotional and social abilities in a full and balanced scale and meet their needs of communities according to the proposed aims and purposes of Afghan education. This curriculum should avoid the duplications and creation of gaps between generation as it was done before and avoid committing the same mistakes.

7. We must get benefit out of the recent positive attitude of those Afghans who came in touch with some sort of education as a refugee or they remained in Afghanistan. In the meanwhile we should not ignore those who did not find any chance to become refugee from Afghanistan and did not have any contact with positive education.

8. The high national council of education or the regional, provincial and the local councils should always supervise and monitor and evaluate the educational Programs and progress. They should not give any opportunity to any body to misuse his authorities and waist the money, energy, time and teaching materials.

   A firm and honest administration and supervisory system should be established from the local council up the high council. They will be trained on job or in the Faculty of Education in the future. The chain of responsibilities should be known to everybody by a clear cut definition. Every body should know who have the power of decision making and who is responsible to apply it and even who have the responsibilities to look-after and supervise and evaluate the application of the programs and projects.

9. These councils have also obligations to look after the schools and to keep their standards as high as possible. In other words they have to supervise what to be taught and how to plan and teach the material. They have also the duty to soften the ground in community to take responsibility of running the schools in future.

10. The main aims and purposes of the establishment of all NGOs are to coordinate and cooperate as the member of the some body to develop the sense of unity among themselves and solve the community problems jointly and try to help these communities to find out their own problems and how to solve them by the help of each other. It is not worth for NGOs to compete with each other specially in spending money for nothing. The high councils must try their best for unification and coordination of all the NGOs to work together for fruitful results and learn from each other experiences.

11. All kind of education are needed from primary level up to university. The first need should be met first. I think educating teachers for all levels of education and even for teacher training can be considered as a first and felt need. No education will be accomplished without trained teachers.

9. There is a huge gap between the generations now as the result of this war. The children have grown up in the battle field. They have received no education of any kind. The youths left schooling unfinished and have received no further education. Work experience is one of the best kinds of non-formal education, which one can call it life education, but the people were also deprived even from any kind of experience.

10. The children and youth who had been taken to Russia to be trained and brainwashed as well as those who were indoctrinated in the schools and in the youth organizations during he 14 years of war, are another problem for educators.

11. These are just a few results of the direct interferences of the Russians in the education system. Believe me there was nothing to teach in such a system of education, but yelling Hurrahs.

12. The school buildings all over Afghanistan are destroyed because of heavy bombing, rockets and the other kinds of heavy weapons. The schools books and even Holy Koran were on fire by the Russians and the communist regime.

13. Even now which the leaders of the Islamic parties took-over the power from president Najeeb, they are not united and they fighting among each other because for the leadership. They are not educated in such a way to call upon the Afghan nation to decide among them. They do not give any opportunity to Afghan people to exercise their own will and come to a right kind of decision. Each leader of the parties exercise his own power and forces. They are all well armed. They have all sorts of heavy and light weapons to kill the people and destroy Afghanistan further more. We are all observing the facts and nothing is hidden. I don't care who is to blame but history will not only blame them but also blame all of us. (Afghan nation specially).

Further-more observers have seen with their naked eyes the following facts:

a, The schools which were built during the war time by Mujahideen and NGOs were also destroyed again by commanders and the local people during the civil war. They took away all windows, doors, beams and even baked bricks and stones. This is not unique in one of the province, but it is rather common almost all over Afghanistan. This is beside the facts that the schools were ruined by heavy bombing of the Red-Army.

12. Most of the university professors and teacher trainers of higher teacher education Institutes may be wondered and scattered almost all over the world. A great number of them are refugees, recently coming into Peshawar/Pakistan. They are seeking the ways to go anywhere else to European countries U.S.A or some other developed countries. If the Kabul University or any higher teacher education institution may be opened sooner or later where one can locate them and call upon them. Is this not better and worth to plan any kind of useful program or positive activities for them to keep their knowledge fresh and up to date. They may be paid something to live upon and keep them busy with some kind of useful projects. Then whenever they are needed, they will be available.

13. Education is urgent need for reconstruction of Afghanistan. They are categorized as follows:

a, Village schools, mosque education and home type schools for village women and girls.
b, Primary education.
c, Middle schools.
d, Secondary schools.
e, Teacher education.
f, Vocational and technical schools.
g, Higher education (College and Universities).
i, Functional literacy program.
j, Adult education.

1. Job training.
2. Evening courses, summer and winter courses.
3. Work-shops.
4. Seminars.
5. Group discussions.
6. Holding conferences.
7. Non formal education.
8. Planning establishment of some type of education for those students who have not found schools and they are drop-out or left the school unfinished.
9. Planing to reeducate those who are brain-washed and indoctrinated by communist educational system inside and out side of Afghanistan (Russia).

Note: These kind of education in-service or pre-service will be hold for both sexes accordingly.

14. Some special kind of education must be planned for those who have spent most of their valuable time in fighting and learned how to kill people easily. They need some kind of education to be planned to rebuild their personalities and teach them Islamic moral, humanitarian feelings and responsibilities.

15. Teaching material.

a. Find out how many books we have for different grades at different educational levels.

b. Revise these books according to the immediate aims and purposes and make necessary changes to be ready for reprinting and distributing them into the school immediately.

c. Provide means of transportation for distribution of text books.

d. Provide stationery for students and black boards for classroom as well as chalk.

e. Provide money for teachers salaries and other expenditures.

16. There are different NGOs who developed curriculum, books and teaching materials for Afghan children in different ways. I propose: (a) The scope and sequence of all the materials should be the same. They may work together and jointly. (b) The needs of community should be taken under consideration during developing teaching materials. (c) Those materials should meet the aims and purposes of education and (d) develop the students normally. It means to develop children physically, mentally, emotionally and socially in a balanced way.

17. It is better to repair first those schools which are built by AID or ACI through out Afghanistan. They are built by stone and baked bricks.

<u>How to do it</u>

If we may think about ways of applying all sorts of education including girls it may be according to the following steps:

1. Establishment of high national council of Education to coordinate the effort and cooperate the Programs of all the donors and NGOs in all parts of Afghanistan in a balance way.

2. Establishment of the high council for NRC/NCA such as it was recommended as an item of the criteria.

3. Establishment of regional, provincial and local councils which are also recommended as an item of criteria in-order to develop the mutual understanding and trust among the community, NGOs and donors.

4. Keeping balance among all the regions for establishing schools.

5. Softening the ground by the different councils and the joint efforts of donors and NGOs for creation of an educational atmosphere and peace.

6. Schools should be establish in all regions where they are ready to accept all those criterias.

7. The duration of an educational project should be a little bit longer to convince the community people to take it over. I propose for a period from 4 to 6 years project.

8. For establishing the girls schools need to think as follows:

   a, Where the girl schools existed before.
   b, Through the mosque education.
   c, Through developing a concept of home school.
   d, Through village school.
   e, Establishment of girl schools in a new area needs campaign to convince people to believe in the importance of girl school as the felt need of a progressive country and changing the out-look and attitudes of the community people towards girl education. Then, the girl school could be established in those new areas.
   f, It is necessary to establish the boy schools first and then the girl schools.

9. A mutual understanding, mutual respect and mutual trust should be developed among the communities, NGOs and donors in the result of all their efforts and through the different councils. That will solve almost all the problems.

10. In this very moment one can establish the primary boys and girl schools in the new camp areas inside and out side of Afghanistan. The NGOs and Donors must take advantage to educate these children and youths.

11. There was a very high standard and a large girls school named Malaly High School almost two years ago at Arbab Road/ Peshawar. This girl school could be re-establish in that area. I and others held a seminar to give the women teachers some sort of necessary subject matter and professional knowledge a couple of years ago.

12. Those girls who have not finished schools and refuged from Afghanistan need some sort of education to complete their schooling. They are eager to be registered to complete their education. If NGOs are willing to plan for their education they are ready for. This is an urgent need. These youths are in Peshawar and Islamabad.

13. To apply educational programme along with some sort of vocational and practical activities are also needed urgently. I try to say that the needed craft will play the role of core and the other educational programs should be built around it.

14. It is rather easy and applicable to open girl schools in the main cities first and then try to extend them into villages and country sides.

15. One of the main point which may be introduced during reconstruction and for future Afghanistan is the Afghans citizen should pay directly some kind of tax for education. People will accept the idea of contribution in education by paying a direct tax according to their income for the education of their children.

16. Having a direct contact with the communities will soften the ground for applying any kind of educational and vocational projects. This process will soft the ground for mutual understanding and trust.

17. Similarly having direct contact with individual school and the local authorities is an other way to soften the ground and develop mutual understanding and educational atmosphere.

18. Establishment of a sound organization to administer, supervise and evaluate the school programs and involve the community people in the learning situation and educational processes of their children will develop the mutual trust and understanding among the parents and educational authorities. Such an organization will improve the school standard and facilitate the leaning situations.

19. The children should be considered as the core of all educational activities. This process will create a good learning atmosphere and each individual student will enjoy learning and the individual differences will be taken care in a high level. This will avoid a great deal of school drop-outs and will draw the full attention of the parents to-wards schools and the education of their children. Having the children as a core of educational activities does not mean the teachers responsibilities as a leader will be neglected.

20. A concept of home school will be developed for establishing girl schools.

21. Educating children up to sixth grade or more is only one phase of education and developing interesting reading material is another one. The learning takes place continuously where there is reading materials. It will be a kind of non-formal education which will draw the attention of the community people towards formal schooling. There-fore establishing a small library in a community stimulate children, youths and adult to continue their education formally and non formally and find out learning situation for themselves and the new generation.

These are some of the ways how to apply an education project in Afghanistan. I am sure if the councils for Afghan Education will be formed, they may think further of many other ways to perform the job. For the explanation of some points such as mosque education, teacher education and etc you can refer to the first back-ground paper. All these proposals and suggestions are valid up to the time the national ministry of education will be functioning. Then the ministry has all kinds of responsibilities to soft the ground for boys and girls education and call upon donors and NGOs for help. I hope that day may come soon.

Thank You.

V

UN
ACTION PLAN
ON
EDUCATION

EDUCATION

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1. INTRODUCTION

In the early 1970s, Afghanistan had well-established educational facilities serving the needs of an elite minority of the population. While the community at large had limited access to educational services, and qualitative indicators were low, there was nonetheless a functioning system which might have been renovated.

By 1993, however, Afghanistan had experienced some fifteen years of war and civil strife. Anecdotal evidence suggests that almost the entire educational infrastructure has been demolished. Even official data agree that illiteracy is almost universal, that participation of children in school is minimal, that internal efficiency is almost non-existent, and that physical facilities and systems have largely been destroyed.

It is in this general context that the international community now seeks to assist the people of Afghanistan in educational development. One of the first tasks involves immediate assistance to alleviate the worst effects of the war, such as destruction of physical facilities and loss of educated and trained manpower. The second task is to begin rebuilding an infrastructure upon which sustainable future educational development of Afghanistan can be based, particularly the promotion of human resource development for productivity through literacy.

2. SITUATIONAL ANALYSIS[1]

National Situation

Accurate data on the current status of education in Afghanistan are difficult to confirm. Such evidence as exists is essentially anecdotal whose validity can only be described as weak. UNESCO's World Education Report 1991, however, gives some indication from official figures of the extent of damage to educational services suffered throughout the preceding 15 years of war and civil strife.

It was at the beginning of the twentieth century that modern educational services were first provided in Afghanistan with the establishment of primary and secondary schools with the opening of Habibia School in 1903 and the setting up of the Ministry of Education. These modern schools were developed on western lines and were well regarded for their preparation of an educated elite to work in the civil administration of a modern state. Dari and Pashtu were the languages of instruction and curricula and textbooks were changed as conditions demanded. The University of Kabul was developed from 1946 onwards, though a Faculty of Medicine had been established as early as 1932. A second medical Faculty was opened in Jalalabad during the 1960s.

Educational development, however, remained generally elitist and access for the wider community limited. Due to the predominantly rural composition of the population (at least 80%), many of whom are nomadic, primary and secondary schools had always been difficult to establish and to maintain in Afghanistan. This, in turn, had been an important factor in reinforcing traditional, conservative attitudes which tended to oppose secular curricula, modern methods, and the education of females.

Participation in Primary Schooling

In 1980, according to Government figures, the intake of beginning primary school pupils amounted to less than half (42%) of the relevant age group. By 1988, this was down to 39%. This particularly affected the young male population. The apparent intake rate declined from 68% of males in 1980 to 66% in 1988. For young females, there was actually a slight increase from 32% in 1980 to 34% in 1988. As a best case scenario, fewer than 1 in 5 children now expect to begin Grade 1.

In 1988, access to primary education was available only to about 19% of the total eligible age group. This was a decline from 29% in 1980. Of these, 24% of eligible boys were enrolled in 1988 (down from 46% in 1980), and 13% of eligible girls were enrolled in 1988 (up from 11% in 1980).

1 Sources: World Education Report, 1991; Human Development Report, 1991; Country Education Profiles - Afghanistan, 1992.

b, The schools are used as a center for fighting, storing weapons and so on. Actually the schools are used as a base for each of the opposite parties. That caused the schools to be ruined.

c, The people who sought refuge from one area to another, they found the school buildings and classes the best place to shelter in. Then, even the school were so crowded that in each of the classroom more than two families were staying and are living. I could say in Kabul city the education process all stopped thoroughly and totally. The main cause were the insecurity. Even-though the rockets were, and are fired in those and the other schools. This fact may be true with all areas where the fighting are going on.

There still may be some school that are in session in some of the areas where there are less disturbance. In general one could say the education processes are rather stopped because of the civil war going on among Afghan parties. This is a pity. Some-thing should be worked out by providing some sorts of local or provincial councils. These councils could soft the ground for peace and education rather easily.

I am called by Perwan Province authorities (Council) to go there and organize their education.

Some of the provinces already have a good educational structures under the leadership of provincial authorities in the main cities. But I am afraid that they also might be disturbed by the fighting among the parties and local commanders. Therefore, I propose that at the very beginning some sorts of Islamic and humanitarian education should be given first to the local commanders. If they are/were educated first and their out-look are changed, then it is quite easy to establish education all over Afghanistan. Provincial authorities and NGOs must support the educational structures in any areas in full scale to educate the children of the community according to their talents and needs.

d, The Islamic regime did not appoint the right person on the right job. They appointed a clergyman as a Minister of Education that is titled as Mawlawi and an army superior general. He does not know a bit about education. He could not manage the school and curriculum. He could not avoid the refugees and fighters to occupy the school buildings. He does not have any background in education and has no influence to stop people not to ruin the school buildings any more.

Over-age enrolment increased the gross percentages to 25% of the total age group in 1988 (down from 34% in 1980). For boys, the gross figure was 33% (down from 54% in 1980). For girls, the gross figure was 17% (up from 12% in 1980). The conclusion to be drawn remains that less than 1 in 4 of children were in school.

Refugee village statistics provided by UNHCR in 1989 reported that only 30% of primary aged children in refugee villages were attending primary schools, despite the extensive system that was established by UNHCR and various political parties.

The dropout rate at primary grades in Afghanistan was officially claimed as 11% for the first four grades in 1988 (11% boys and 16% girls). This figure disguises the real situation that the dropout was estimated as high as 60% for boys and 80% for girls if one looks at Grades 1-6. This includes the fact that the percentage of repeaters was only 6% in 1988, down from 15% in 1980.

Illiteracy

In 1990, the rate of illiteracy in the 15+ age group remained officially at 70.6% (55.9% males and 86.1% females). In the 15-19 age group, illiteracy in 1990 was given officially as 49.1%. In reality, and particularly in rural areas, it must be assumed that the real figures for illiteracy are much higher. To all intents and purposes, almost the entire population is functionally illiterate. The immediate and future productivity of such a population is extremely limited.

Teachers and Facilities

School buildings, equipment and teaching materials were lacking even when there was some sort of infrastructure and government support. The situation is even more desperate in 1993. Teachers are few in number, low in qualification, and poor in the quality of the instruction they impart.

In 1988, the primary pupil:teacher ratio was reported as 37:1 (up from 32:1 in 1980), with 55% of teachers being female (21% in 1980). The figure for female teachers fails to indicate the reduction in their numbers reported to have taken effect from April 1992 to the present. The official language of instruction was Dari and Pashto, however, Uzbeki, Turkmeni or Baluchi, were also used according to local circumstances.

Educational Expenditures

With the large-scale commitment of resources to the war effort, financial resources available for education were strictly limited. In 1980, only 2% of Gross National Product was officially spent on education. By 1986 this had declined even further to 1.8% of Gross National Product. This represents perhaps 7% of the total budget in 1986 (down from 12.7% in 1980).

The bulk of education expenditure in 1986 was directed at current commitments, at least 50% going for teachers' salaries, 30% for administration and less than one eighth for teaching and curriculum materials. The total educational infrastructure of the country was allowed to disintegrate through neglect, lack of capital expenditures, and the destruction of war. Of the

meagre Government education expenditure in 1987-88, 43% was reported as being spent on primary education. It must be assumed that even these figures are well above commitments in 1992-93, given the prevailing circumstances.

Administrative Structure

In 1990, a twelve-year (6+3+3) system of education was initiated in Afghanistan, with children commencing primary school at age 7. Administration of education was handled centrally through a Ministry of Education and a Ministry of Higher Education. Each of the 29 Provincial Directors of Education carried out centrally-determined policies and administered finances allocated by the central Government.

Anecdotal evidence suggests that by 1993 most of the administrative infrastructure was not functioning.

Secondary Schooling

Beyond the primary grades, it appears that there had been almost a total disintegration of the system by 1992. At secondary level, the gross enrolment rates in 1988 were given officially as only 8% overall (10% males and 7% females). The ratio of pupils to teachers was 18:1, with 31% of secondary teachers reportedly female. The language of instruction was generally Pashto or Dari.

Technical and vocational courses were reportedly offered in some secondary schools. No data are available for 1992.

Teacher Training and Post-secondary Education

All available evidence suggests that by 1992 none of the post-secondary educational institutions was functioning. In 1988, primary teacher training was reportedly still being provided in one year post-secondary courses at nine training colleges throughout the country. Two-year training for lower secondary teachers was provided in six higher teacher training colleges, which share locations with primary colleges.

A four-year Bachelor's degree was provided for upper secondary teachers at Kabul University. A one-year postgraduate course for teacher educators was offered at the Academy for Teacher Educators in Kabul, also known as the Kabul Pedagogical Institute. Its graduates were appointed to the provincial teacher training colleges. A Masters degree program in education was introduced at the Academy/Pedagogical Institute in 1979, holders of which could be employed as lecturers at two-year teacher training colleges and higher education institutions, or as teachers in secondary schools.

A Central Teachers Retraining Institute was established in Kabul in 1981 for inservice teacher education. Other higher education institutions included Kabul University, Kabul Medical Institute, Kabul Polytechnic, Mazar-i-Sharif University, Kandahar University, the University of Nangarhar (near Jalalabad), Herat University, and the University of Islamic Studies.

Education of Refugees

The educational opportunities provided for refugees in neighboring countries have been a series of disparate programmes. They are provided in Pakistan by various political parties or UN/NGOs. In Iran, Afghan pupils are allowed to attend the normal government schools since the language of instruction is common to both groups. Other aid agencies also assist in the operation of educational services such as UNESCO, UNHCR, ILO, UNICEF, WHO and UNDCP. A large number of non-governmental organizations are involved in the running of schools and the training of teachers.

Although efforts have been made to co-ordinate efforts through bodies such as ACBAR, based in Peshawar, and SWABAC, based in Quetta, no coherent education policy has been developed for Afghan refugees. The majority of the schools in operation are for the primary level of learning only and mostly serve boys. There is now a major reduction in assistance to Afghan refugee education programmes.

The rehabilitation of Afghanistan necessarily involves reabsorption of returning refugees into the productive life of the community. Many of these returnees will have received some education and training while out of Afghanistan and will expect to have access to a continuation of educational services as part of their decision to return. Others will have settled into the socio-economic life of overseas countries, becoming respected members of professional communities, and will need to be encouraged to commit their talents to the rehabilitation process.

Overall Assessment

It must be assumed, therefore, that this analysis of an Afghan educational system in a state of almost total collapse constitutes a 'best-case' scenario in 1993. Validated data are unavailable and, in any case, widely variable from province to province, or region to region, within the country. In April 1991, a UNESCO consultant claimed that war damage to the education system had resulted in at least 2000 schools being destroyed, 2000 teachers had died, and 15000 teachers had left the profession due to military service or other calling.

The authorities have indicated that, at the present stage of educational development, they first need to make an inventory of all schools before launching a programme of repair and the reconstruction of buildings. This inventory must include a clear indication whether a former school is cost-effective to refurbish. A major renovation and construction effort will be required which will use local skills and the active participation of the communities themselves in the exercise. It is also planned that curricula, school hours and learning materials will be adapted to the environment, values and culture of the rural areas. Community representatives and religious leaders will be associated with the design, planning and implementation of relevant education programmes.

3. REGIONAL DISPARITIES

Attachments 1 and 2 provide data on schools, teachers and students in the regions and provinces of Afghanistan from 1978-1990. The data should be interpreted with great caution as they are drawn from entirely invalidated Government sources. The inflated figures for Central Region (Kabul) appear to be rather more difficult to justify than others.

It should also be borne in mind that the designations 'Boys' and 'Girls' schools refer to administrative categorizations, and not necessarily to the sex of the student. It should not be assumed that all students in 'Boys' schools are boys. Nor should it be assumed that all 'Male' teachers work in 'Boys' schools. For this reason, in calculating the students per teacher and the teachers per school, the distinctions between the administrative designations 'Boys' and 'Girls' have been removed.

It should also be recalled that an increase in the number of students and teachers, and possibly therefore also of schools, would normally have been expected due to annual population growth rates. The deterioration in quantitative and qualitative indicators from 1978 to 1990 is therefore doubly significant in that they reflect not only a change in absolute terms, but are also compounded by the exclusion of the annual growth rate.

Schools

Table 1 shows the official number of male and female primary schools in 1978 and 1990. There were clearly great disparities between the number of schools for boys and the number of schools for girls in 1978. These disparities have persisted, irrespective of the impact of the war, although it is possible to conclude that physical destruction of boys' schools has been greater than the destruction of girls' schools. The data show nothing on the lack of ease with which girls gain access to the schools.

Nationally, by 1990, only 472 boys primary schools were reported as still existing compared with 3006 in 1978. Of 453 girls primary schools in 1978, there were reportedly still 117 in 1990. Regionally, in percentage terms, the East Central and South West appear to have suffered the greatest percentage loss of school facilities for boys. East Central and Central regions suffered the greatest percentage loss of girls' schools. No data are available on the condition of the remaining school buildings, but it may safely be assumed that many require major renovation. To all intents and purposes, all physical schooling structures have gone, and initiatives are required in all regions to begin to remedy the situation.

TABLE 1
NUMBER OF BOYS AND GIRLS PRIMARY SCHOOLS, 1978-1990

Region	Boys Primary Schools			Girls Primary Schools		
	1978	1990	% Change	1978	1990	% Change
1 North East	458	61	-87	62	20	-68
2 North	455	107	-76	95	31	-67
3 West	298	80	-73	35	15	-57
4 East Central	218	7	-97	19	1	-95
5 Central	417	77	-82	86	10	-88
6 East	303	70	-77	53	23	-57
7 South	308	38	-88	22	6	-73
8 South West	491	32	-94	32	8	-75
National	**2,948**	**472**	**-84**	**404**	**114**	**-72**

TABLE 2
MALE AND FEMALE TEACHERS IN PRIMARY SCHOOLS, 1978-1990

Region	Male Teachers			Female Teachers		
	1978	1990	% Change	1978	1990	% Chnage
1 North East	3,375	686	-80	292	281	-4
2 North	2,556	1,176	-54	475	862	-81
3 West	2,611	546	-79	327	380	+16
4 East Central	1,022	63	-94	0	10	0
5 Central	6,666	2,413	-64	3,636	7,053	+94
6 East	3,214	770	-76	130	95	-27
7 South	2,858	157	-95	37	94	+154
8 South West	2,537	421	-83	171	99	-42
National	**24,839**	**6,232**	**-75**	**5,068**	**8,874**	**+75**

Teachers

Table 2 shows the number of male and female teachers in primary schools in 1978 and 1990. On average, only one in four male teachers remained in service in 1990 compared with 1978.

In contrast, the number of female teachers has increased over the period. This can be explained partly by fact that female education was regarded as a priority of the former

Afghan Government, at least in urban centres. Additionally, female augmentation of the workforce during the absence of males in time of war is well documented world wide. The situation in Kabul, while unnaturally inflated, may also reflect the number of urban 'middle class' females.

In percentage terms, the increase in female teachers can be accounted for by the low base from which the growth was achieved. Moreover, it is beyond the scope of this analysis of the 1978-90 situation to review developments in the period 1990-93 when, reportedly, many of the earlier gains by females were lost.

Regionally, in percentage terms, the greatest increase in female teachers from 1978-90 occurred in the South, followed by Central and North. The South West and East regions went against the trend with percentage losses. For male teachers in primary schools, however, the picture was one of consistently large losses. In East Central almost the entire male teaching force was lost (94%), while in most other regions the losses exceeded 70%. Only in the North and Central regions was the lost confined to about 60%.

TABLE 3
MALE AND FEMALE STUDENTS IN PRIMARY SCHOOLS, 1978-1990

Region	Male Students			Female Students		
	1978	1990	% Change	1978	1990	% Change
1 North East	107,156	39,454	-63	16,318	20,323	+25
2 North	106,471	53,500	-50	23,124	27,569	+19
3 West	71,050	37,766	-47	12,498	19,458	+56
4 East Central	31,960	4,534	-86	2,270	2,338	+3
5 Central	274,219	230,785	-16	75,351	118,886	+58
6 East	87,366	15,155	-83	10,320	7,808	-24
7 South	80,079	11,833	-85	4,554	6,096	+34
8 South West	84,607	17,819	-79	8,310	9,189	+11
National	**842,908**	**410,846**	**-51**	**152,745**	**211,667**	**+39**

Students

Table 3 shows the number of boys and girls in primary schools in 1978 and 1990. In all regions, except for the East, the numbers of girls in school have increased over the period. The greatest percentage increases were in the Central and West where 61% and 56% increases were achieved respectively. The East actually suffered a small decline in the percentage of girls in primary school.

The numbers of boys in primary school, however, declined over the period in all regions of Afghanistan except Central Region (Kabul) where a small 5% increase was achieved. More than 80% of primary school boys were lost in the South, East Central and East. Overall, there was a loss of almost 50% in absolute numbers of boys, without taking account of any population increases. Some of these boys may have been absorbed into madrassas where 'jihad training' was imparted.

TABLE 4
STUDENTS PER PRIMARY SCHOOL, 1978-90
(AVERAGE SCHOOL SIZE)

Region	1978 Pupil:School	1990 Pupil:School	% Change
1 North East	237	738	+211
2 North	236	587	+149
3 West	251	629	+151
4 East Central	144	859	+495
5 Central	690	4,019	+482
6 East	274	247	-10
7 South	257	407	+59
8 South West	178	675	+280
National	**291**	**1,068**	**+267**

Pupils per School

While the numbers of primary schools and of primary school students declined in the period 1978-90, particularly for males, the numbers of students in the remaining schools increased. The increase appears to be unnaturally inflated by the reported increase in the average size of primary schools in Central region (Kabul) from 489 students to almost 4000 students. In all regions, except the East and South, the average size of a primary school increased by well over 100%, to a numerical figure in the order of 1000 students. Research on school size world-wide would question the quality of instruction delivered in schools of such size. East Central and North East primary schools would appear to be the first priority for any initiative which might be undertaken to reduce school size.

Pupils per Teacher

Table 5 shows the ratios of pupils to teachers in primary schools in the period 1978-1990. The distinction between the sexes has been removed from the calculations as it is not possible to conclude from the data available that all boys are educated in 'Boys' schools, nor that all female teachers teach in 'Girls' schools.

The data show that in 1978, pupil:teacher ratios were high but not unusual for a developing country. By 1990, however, the ratios had increased in all regions except in the South. They had become particularly high in the East Central (94:1), North East (62:1), West (62:1), and South West (52:1)

In East Central and West regions, the size of classes more than doubled, and in the North East almost doubled. In the South West, class size increased by more than one half. Only in the South was there an apparent decrease in the pupil:teacher ratio.

When taken together with the data on school size, it must be concluded that in East Central, North East, West and South West regions, students are attending schools, and being taught in classes, of such size that effective instruction can hardly take place.

TABLE 5
PUPILS PER TEACHER IN PRIMARY SCHOOLS, 1978-1990
(AVERAGE CLASS SIZE)

Region	1978	1990	%
1 North East	34	62	+84
2 North	36	40	+12
3 West	28	62	+117
4 East Central	32	94	+193
5 Central	29	38	+30
6 East	26	28	+7
7 South	29	24	-18
8 South West	34	52	+51
National	**31**	**40**	**+32**

Teachers per School

Table 6 shows the ratio of teachers to primary school in the period 1978 to 1990. The distinction between the sexes has been removed from the calculations as it is not possible to conclude from the available data that all male teachers teach in 'Boys' schools, nor that all female teachers teach in 'Girls' schools. Under normal circumstances, an increase in the number of teachers available in a school could indicate an improvement in educational provision. The data presented here, however, should be related with the figures on average

school size in Table 4, and on average class size in Table 5, in assessing the adequacy of the size of the teaching force.

The number of teachers per school increased in all regions (with the slight exception of the East). Significant increases may be noted in the schools of the South West (151%), North (123%), and East Central (112%). Central region shows a percentage increase of 523%.

TABLE 6
TEACHERS PER PRIMARY SCHOOL, 1978-1990

Region	1978 Teacher:School	1990 Teacher:School	% Change
1 North East	7	12	+69
2 North	7	15	+123
3 West	9	10	+11
4 East Central	4	9	+112
5 Central	17	105	+523
6 East	9	9	-1
7 South	9	17	+93
8 South West	5	13	+151
National		**26**	**+200**

Schools per Head of Population

Data are not available on the average number of schools for the population of each region in 1978. The figures in Table 7 are presented for 1990, though they do not indicate the proportions of school age children. Assuming that the percentage of school age children is roughly consistent from one region to another, it may be concluded that the provision of schooling facilities is poorest in East Central region (1:79440), South West (1:52677) and Central (1:43424) and South (1:35122). Further analysis could relate these data to urban:rural disparities and to the physical size of the geographical area.

TABLE 7
SCHOOLS PER HEAD OF POPULATION, 1990

Region	Population:School
1 North East	31595
2 North	17550
3 West	15763
4 East Central	85700
5 Central	39793
6 East	16855
7 South	37718
8 South West	54718
National	**27369**

Overall Assessment

While the data on regional disparities may appear to indicate that some regions are in greater need of development assistance than others, the case for renewed efforts in educational development is overwhelming in all regions of Afghanistan. Surely, any education strategy will be implemented in the context of a national perspective. Nonetheless, decentralized initiatives directed at specific regions, provinces, districts and local communities will be most effective. The analysis presented in this section simply highlights the worst excesses of system disintegration and in no way is intended to indicate that any region has achieved a satisfactory stage of educational development.

How to plan for future?

Now you may find it difficult to plan immediately for reconstruction of a new system of education under such an abnormal condition in Afghanistan. This is a very difficult task. One person can't do it efficiently. It is better if a committee of professional educators and experienced teachers work on the problem.

However when I am thinking about reconstruction of education, and where to begin, many questions come in my mind. Such a condition of facing so many problems at once makes the planner confused and it is difficult to establish a priority. This is a heavy load and a great task for the new Islamic Afghanistan Government to plan everything immediately. Who ever wants to perform this task has to do it step by step. I propose the following steps to be taken:

1. To have good members of the active manpower and professionally educated people to organize the office for education and establish an active educational organization to put the right persons in to right places. They can develop a sound system of standardized education to train good Muslim citizens and remedy what has happened in the past.

2. These professional educators have to establish the immediate aim and purposes of education and assign a committee to perform this valuable task. They must submit the plans to a high council of education for final decision.

3. These professional educators and administrators have to have skilled manpower and the source of the budget to plan accordingly.

4. Before taking any further steps for planing, it is necessary to know the existing situation of education in Afghanistan, the Kabul City as the center, and the provinces and countryside. For this purpose a survey is needed to be carried on to find out the main sources of education such us:

    a. To know how many primary, middle and secondary schools there are in Kabul city and in its suburbs, as well as all over Afghanistan? We have to know the number of different schools at various levels of education inside and outside of Afghanistan, especially in Pakistan and Iran.

4. CONCEPTUAL FRAMEWORK FOR AN EDUCATION STRATEGY

The damage done to Afghanistan's educational system over the last 15 years of war and internal fighting has been enormous and the task of reconstruction will be considerable. There are emergency needs which must be met immediately. There are other infrastructural needs which must also be confronted on a priority basis if the Afghan education system is to be sustainable in the longer term.

Concepts such as 'lifelong learning' and 'education for all' become more than merely high-sounding phrases in undertaking the essential tasks of rebuilding communities and fostering sustainable peace. A 'basic needs' approach to education addresses all members of the Afghan community and applies an "expanded vision" as set out in Article 5 of the World Declaration on Education for All:

Learning begins at birth: There is a key role in education for families and parents of young children, especially mothers, who usually have the central responsibility in the provision of care and education of young children. Linking female literacy programmes with health education, for example, educates both mother and child in a country which has the second highest infant mortality rate in the world (167 children out of 1,000 born in Afghanistan do not see their first birthday).

The main delivery system for the basic education outside the family is primary schooling: The key factors of any primary school programme, whether it be in a building, home, tent, mosque or under a tree, are the instructional and supervisory personnel, learning materials and time spent on actual learning - all of which must be made relevant in the context of a war torn society.

The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems: Formal primary schooling remains the main vehicle for meeting educational needs of the community at large. Nonetheless, many other 'nonformal' delivery systems can be utilized, particularly for meeting short term, emergency needs. Functional literacy, for example, can be taught in community awareness programmes relating to mine awareness and drug awareness. This approach demands inter-agency and intersectoral cooperation.

All available instruments and channels of information, communications, and social action can convey essential knowledge and educate people on social issues: Radio and television are important media for meeting immediate information and communication needs. So, too, traditional community meetings of village elders, religious leaders and women will be called into educational service.

5. ELEMENTS FOR AN EDUCATIONAL STRATEGY

Deriving from the situational analysis, and from the principles of the conceptual framework, the overall strategy for educational rehabilitation in Afghanistan will address the following guiding principles wherever possible:

Organization and Administration

- Afghans should be involved to the maximum extent possible in the identification of areas where basic education programmes can be implemented and in the actual execution of programmes.

- Self-reliant approaches should be encouraged at the local level and community participation and voluntary contributions used to the maximum extent possible. The construction of basic education services should be a local responsibility. The assistance provided should be in the nature of food-for-work, local labour, techniques and materials for construction, simple tools, wheelbarrows and gardening implements.

- Local, provincial and regional organization should be developed concurrently.

- Special consideration should be given to the provision of educational services for disadvantaged and deprived groups such as the large numbers of disabled, widows and orphans, street children, and minority groups.

- The utilization of the radio as an educational medium should be enhanced and enlarged. BBC has plans to establish a serial in soap opera format through which to transfer a variety of educational messages into an Afghan household. Supplementary reading materials should accompany all media broadcasts. Community radio stations may develop as the political climate improves.

Girls' education/Womens' training

- A focus on females as members of a family unit should be implemented in conservative communities. Efforts should focus on improving the lifestyles of the family members through the imparting of new information to women in areas of health, hygiene, childcare, nutrition, awareness of drug use and dependency, and mine awareness. Literacy instruction can be introduced alongside basic education efforts.

- Traditional female networks should be utilized to spread news about basic education activities and messages. Female (and male) leaders should be contacted early in the programme/project and their participation and support should be encouraged.

- Extra reading material which is interesting and relevant for women and girls should be developed for basic education/literacy classes with special consideration for the age and reading level of the reader. These messages must strive to be apolitical and should stress messages of conflict resolution, family, community and national unity, and tolerance of ethnic and religious differences, in the context of other messages.

- Intersectoral links between education and income generation/cottage industry should be forged through the establishment of projects in which women could be active participants in chalk production, wooden slates, sewing of school bags, uniforms, alphabet charts. A specific focus may be made on widows whose income generation potential is marginal.

Training

- The training of teachers and paraprofessionals (especially females) should be strongly encouraged. In-service workshops, possibly on the home or mobile models, should be encouraged for female teachers.

- Training programmes should be provided for Afghans related to the production of appropriate supplementary reading materials and which will provide qualified Afghan staff: e.g. writers, illustrators, calligraphers, printers, etc.

- Primary teacher training is of utmost importance but should be in-service and participatory. Longer, academic preparation, although important is not a priority in this immediate two year strategy.

- Mobile training would be more accessible to a greater number of people and could be started and operational within the next two year time frame.

- All training activities should include subjects relevant to the reconstruction process.

Curriculum

- Since there are no agreed curricula at this stage, assistance to formal education should be restricted to the first four to five grades of learning where reading, writing and arithmetic are taught.

- Assistance should be given in the publication of appropriate supplementary reading materials for the newly literate.

- Assistance should be provided in the development of literacy and post-literacy programmes and in the training of teachers employed in such programmes.

- Any assistance for teaching training should be limited to methods of teaching used in the first grades of primary schools and should not give priority to upgrading of the teachers' own qualifications in knowledge of subject matter. However, innovative ways to integrate the demonstration of new teaching methods through perhaps the upgrading of the teachers' content knowledge should be pursued.

- Reading materials produced should be visually attractive and demonstrate social ideals; ie, not focused on weapons but rather peace themes, not specifically always one area but on unity themes. The disabled should be shown in instrumental roles.

Supplies

- Supplies and equipment should be procured for educational services and these should include basic items for schooling in the primary classes where reading, writing and arithmetic are taught and additional items for crafts teaching such as basic tools, simple gardening implements, hand-operated roneo printing equipment for use in rural centres, simple first-aid and medical kits, and supplies for sports and recreational activities.

- Production facilities for basic school equipment, ie, chalk, blackboards should be established inside Afghanistan.

- Means should be explored of producing locally made kits for primary teaching using locally available materials. The production of charts, silk-screen materials, etc., should be improved.

- Innovative ways to utilize surfaces to spread messages should be encouraged to provide access to print media. For example, school bags could carry embroidered letters of the alphabet.

Intersectoral networks/interagency cooperation

- Educational programmes should be planned, developed and implemented in close liaison with other agencies and NGOs engaged in assisting in the rehabilitation of the country and their educational requirements should be taken carefully into consideration.

Facilities

- The priority for this first two year stage is on refurbishing existing schools and not the building of new schools.

- All available and appropriate shelter should be utilized for education.

- Primary schools should be seen as community development centres, being used for multiple purposes running on several shifts throughout the day.

- Every school committee should encourage community members, students and parents to build a latrine adjacent to the school.

- Every school should include a supply of potable water.

- Rural schools should be encouraged to include a demonstration agricultural plot. This will not only make lessons more relevant to the learners but can also be a way of encouraging income generation activities that could make the school more self-reliant. It will also encourage intersectoral coordination and demonstrate lifelong learning concepts.

- Literacy classes in community development centres based on health education issues (such as potable water, infant mortality), environment or survival issues (such as recycling and demining), drug control and prevention issues, and war trauma issues

System Restructuring

- To contribute to the reconstruction and in-depth transformation of education systems
- Identification and retraining of returning refugee, and retired pre-war, education managers
- To enable areas experiencing emergency situations to meet their immediate needs for education and begin the process of reconstruction
- The collection of learning materials in national languages
- To reinforce capacities in policy planning, management and evaluation of education
- School Mapping, Data Validation and Systematization of Information Flow for management and planning at local, regional and national levels, including database of overseas Afghans with skills in professional fields

Technical and Vocational Education

- To promote the development of technical and vocational education both as a component of general secondary education and as a preparation for the world of work
- Basic Technical Skills Training (for 'apprenticeship') in secondary schools or multi-purpose community development centres (such as basic maintenance of diesel generators)
- Small Entrepreneurship Management courses
- School Demonstration Plots for agro-technical skills

Delivery Systems

To strengthen capacities in educational innovation and research

- Units for Educational Planning and Policy Research attached to Regional Offices

- To improve the use of information and communication technologies in education

- Informal education for civic development, peace and conflict resolution through radio and television segments

Teacher Training

To improve teacher training and the status of teachers:

- 'Training Trainers' Courses for Strengthening Teacher Training Colleges, concurrently with the refurbishing of facilities

7. OPERATIONAL CONSIDERATIONS IN REGIONS

Several factors will impact on determining the priority areas in which regional rehabilitation interventions may be implemented:

- Accessibility
- Security
- Refugee repatriation
- Agency presence
- Needs analysis

Accessibility

It is noted at this time (1993) that only two field offices are operational and the airstrips servicing both areas are in relatively good condition. These are in Region 3 (centred at Herat) and Region 2 (centred at Mazar-i-Sharif). Both are accessible by road from outside the country. Weekly flights from Islamabad provide sustainable access.

Security

From the fact that only two of the regional offices are operational at this time, it would seem that Region 3 and Region 2 are the most secure and can guarantee free range of travel to sites outside the regional centre. It is, however, difficult to predict the long term security situation in areas of Afghanistan. The fact that the situation in much of rural Afghanistan is relatively calm tends to be overshadowed by the struggles for power at the Centre.

Refugee Repatriation

Volume II of the Immediate Action Plan provides comprehensive data on the status of refugees. From data derived from part 1, "Afghan Repatriation: 1993 and Onwards", the majority of refugees in Iran are believed to have come from Herat, Farah and Nimroz. Those now in Pakistan come from Paktya, Nangarhar, Logar, Kunar, Laghman, Paktika, Zabul, Helmand, Kandahar, Kabul, Baghlan and Kunduz.

Following a rough clustering into regional refugee origin profiles, Region 3 (centred at Herat) is a high priority. There is reason to believe it is to this region that the greatest number of refugees will return in the immediate future. Other regions could be Region 6 (centred at Jalalabad) and Region 8 (centred at Kandahar). However, it was stated in the report "Trends of Return : 1994 and 1995" that:

> "the continued pace of return remains impossible to predict with any exactitude and will vary considerably for different provinces, depending on circumstances. Even with the departure of the old government, security in the area of origin still remains the principal factor in the decision to return"

Agency Presence

The development of educational services will take close co-operation amongst agencies and an appropriate allocation of resources. This can best be achieved by choosing a location where there is significant presence of agencies.

The majority of agencies are operational in Region 3 (centred at Herat) and Region 2 (centred at Mazar-i-Sharif). Should security improve, activities in Region 6 (centred at Kandahar) and Region 8 (centred at Jalalabad) will pick up significantly.

Needs Analysis

The rehabilitation strategy assumes first that immediate assistance is required to overcome the effects of the years of war and restore the situation existing in 1978. This assumption having been satisfied, additional assistance is required to overcome some of the major developmental disparities already existing in 1978.

On the basis of the first assumption (restoration of the pre-war situation), the data presented in Tables 1-7 have been used to construct a decision table (Table 8) to determine an order of need. Assumptions are that need is greatest where: the percentage loss of schools is greatest (Table 1); the percentage decrease in the number of students is greatest (Table 2); the percentage decrease in the number of teachers is greatest (Table 3); the percentage increase in pupils per school is greatest (Table 4); the percentage increase in the number of pupils per teacher is greatest (Table 5); the percentage increase in the number of teachers per school is least (Table 6); and the head of population per school is lowest (Table 7).

TABLE 8
REGIONAL PRIORITY NEED FOR ASSISTANCE
(1 = GREATEST NEED)

MALES

Region	Tables							
	1	2	3	4	5	6	7	Rank
North East	4	3	5	4	3	3	5	3
North	7	8	6	5	6	6	7	8
West	8	4	7	6	2	2	8	7
East Central	1	1	2	2	1	5	1	1
Central	5	7	8	1	5	8	3	5
East	6	6	3	8	7	1	6	6
South	3	5	1	7	8	4	4	4
South West	2	2	4	3	4	7	2	2

FEMALES

Region	Tables							
	1	2	3	4	5	6	7	Rank
North East	5	3	5	4	3	3	5	3
North	6	6	4	5	6	6	7	7
West	7	5	7	6	2	2	8	6
East Central	1	4	2	2	1	5	1	1
Central	2	7	8	1	5	8	3	5
East	8	2	1	8	7	1	6	4
South	4	8	6	7	8	4	4	8
South West	3	1	3	3	4	7	2	2

Overall, the order of regions apparently in need of the most immediate assistance is:

a) for males: East Central, South West, North East, South, Central, East, West, and North

b) for females: East Central, South West, North East, East, Central, West, North, and South

For assistance in regard to specific issues, the table should be consulted by column.

Columns 1 and 7 indicate the greatest need for widening coverage by the provision of school facilities or construction:

a) for males: East Central, South West, South, North East, Central, East, North and West

b) for females: East Central, Central, South West, South, North East, North, West and East

Column 2 indicates the greatest need for increasing the number of teachers:

a) for males: East Central, South West, North East, West, South, East, Central and North

b) for females: South West, East, North East, East Central, West, North, Central and South

b. According to the number of schools we have to find out the number of students, teachers, building locations, and teacher qualifications.

c. We have to find out the areas where there are no schools and where schools need to be established.

d. We have to find out the shortage of teachers in order to create new ones.

e. What is the standard and level of education of these teachers. Knowing these facts will facilitate how to plan for their further education.

f. We have to know how many school buildings are existing in Kabul city and in different provinces for primary, middle and secondary schools and what are the shortages? How is the condition of Kabul university and the all higher education institutions inside and outside of Kabul city.

g. We have to know the number of vocational schools and teacher's colleges in Kabul and how many are needed into the countryside.

h. We must know the number of the school age children who have no schooling opportunities.

i. We have to know how many youths that are over the age of schooling and how many youths have no opportunity to have schooling or left schools unfinished and what are their levels of education?

j. We must know the school age Afghan children all over the world and who have finished the higher education at the level of MA, MS and PHD in different subjects.

5. We have to plan according to the aims and goals of education in order to meet the needs. Therefore,

a. We have to know where to establish schools and how to create teachers.

b. We have to plan to educate those who are of school age and those who have not completed their education, as well as those who are over the age of schooling like Mujahideen and others.

Column 3 indicates the greatest need for increasing the participation of students in schooling:

a) for males:	South, East Central, East, South West, North East, North, West and Central
b) for females:	East, East Central, South West, North, North East, South, West and Central

Columns 4, 5 and 6 give indicative regional priorities for qualitative development of school size and class size. East Central, West and North East regions rate consistently highly for both males and females.

8. IMPLEMENTATION STRATEGY

The approach to implementation outlined in this paper is based broadly on two sets of strategies for rehabilitation of education within the context of integrated social sector development. One set of strategies is short-term and palliative, tending to be 'top-down', providing immediate assistance in overcoming the worst effects of the war as experienced by specific target groups such as returning refugees, displaced and nomadic rural communities, disabled persons, widows and orphans, and demobilizing mujahadeen and militia. The other set of strategies adopts a more 'bottom-up' approach, directed at ensuring minimal infrastructural development which might provide a foundation for longer-term sustainability for the country as a whole. The phasing and timing of these strategies will vary according to the particular region of the country being addressed, necessitating in turn a decentralized rather than a centralized approach.

National Level

A senior international Chief Technical Adviser in Education will assume responsibility for the overall coordination and implementation of educational activities within an integrated social sector context. This CTA will be attached to a national or regional office for the duration of the Rehabilitation Program, with responsibilities including liaison between a national Ministry of Education and UN agencies (such as the UNESCO regional office for Afghanistan). The Ministry of Education is foreseen as a slim and efficient bureaucracy dealing essentially only in matters of policy and planning, including the national accreditation of teachers for example.

Regional Level

Regional Support Offices will facilitate the delivery of services and the management of implementation efforts in education. Middle level international Technical Advisers in Education and short-term Consultants in various educational fields will be attached to each of these Offices. They will be skilled not only in substantive areas, but equally importantly in process skills. They will serve as facilitators for local action rather than determiners of it, identifying and working closely with local leadership particularly at the community level. Through close liaison with the relevant Provincial and District Education Offices, they will also assist in revitalization of the educational administration system. The Provincial and District Education Offices will, like the national Ministry, be slim and efficient bureaucracies dealing in decentralized planning, the provision of educational support services, and monitoring of educational activities and performance. One of the most important functions will be to serve as a focal point for the two-way communication of information between local schools and the national Ministry of Education through an efficient management information system.

Local Level

The local level will form the core of implementation efforts. Community Development Committees will be based on clusters of villages or communities. A local primary school will be designated as the Community Development Centre, and will serve as the venue for many intersectoral rehabilitation activities. It should include, for example, primary health care and other social sector facilities, as well as possibly some services from other sectors (such as veterinary services). The facilities and resources of formal schooling can be mobilized 'nonformally', for example by the use of school buildings out of regular school hours. Running on several shifts each day, they will be used for formal primary schooling classes in the morning, as well as health care provision. In the afternoon and early evening, they will become the venue for adult literacy activities through such functional areas as health education, drug prevention, environmental education and many others.

The Community Development Centre, owned and operated by the community, will serve as the management venue for activities at the local level. Drawing, as it will, numbers of participants to its many activities, it will ensure effective participation and support from village members in decision making for the local planning and management of education and related development activities. It will identify, and be responsive to, local needs and will plan activities. It will select and recruit suitably qualified teachers and instructors for both formal and nonformal education and literacy activities. It will mobilize community resources through fees in money or in kind for the provision of educational services, including the renovation of facilities and the payment of teachers and instructors. It will ensure accountability by grass-roots monitoring of performance.

Local consultants and advisers from the Regional Support Offices will sit regularly with village members and the Community Development Committee to listen to needs and facilitate their fulfillment where external assistance is essential. Close partnership between UN agencies, bilateral donors, and NGOs will be most effective at this level, each having a fundamental role to play in fostering functional literacy of adults as well as youth. The education sector is, in this sense, a service sector to all other sectors.

The local primary school thus becomes the very core of the community, serving multiple purposes which tend to social and ultimately economic development. Moreover, education in the broadest sense becomes a social good owned by the entire community, not merely a private good owned by students and parents. Bureaucracies at national, regional or provincial levels become less top-down, authoritarian and directive, and more responsive to democratically expressed grass roots educational needs.

9. QUICK IMPACT PROJECTS

Project Number: **ED.1**

Project Title: **Community Development Centers**

Statement of problem, project beneficiaries and expected results

A multi-purpose, multi-shift community development center established in clusters of community blocks or villages (10 or so) will form a focal point for instruction and training for use by all sectors. Because of the difficulty of constructing new facilities and the need to refurbish existing public buildings, these centres need not be newly-constructed facilities. In any area, if there are no buildings worthy of refurbishing, alternative cost-efficient forms of shelter will be proposed. Beneficiaries include all interested members of the proposed clusters of communities. Community Development Centres will be developed as an intersectoral approach to meeting the needs of all members of society.

Immediate Objectives and Specific Outputs

The immediate objective of the project is help set up multipurpose Community Development Centres in a cluster of villages in all districts of the operational regional centres. The specific output of the project is the establishment of a minimum of three Community Development Centres in all districts of the working region. The initial starting point will be to establish a primary school and extend to other sectors, or a health post extending to primary school and then to other sectors.

Work Plan/Activities

Initially, the procedure will start in region 3 (Center: Herat), region 6 (Center: Kandahar) and Region 8 (Centre: Jalalabad) and Region 5 (Centre: Wardak) until the procedure is refined. These regions were chosen due to the large numbers of refugees that are anticipated to return from Pakistan and Iran and previous involvement in the concept already started in these regions.

The first stage is to identify other sectors, through technical agencies, that will utilize the centres. After survey teams enter into the area and determine accessibility and community interest, community mobilizers are identified by the community mobilization project (QIP I.1.2) to carry on the project. A building is identified that needs refurbishing, preferably a school or health post, or an area is determined where tents can be established until the community takes on the task of constructing a building for this purpose.

Institutional Responsibilities

The project will be implemented through local communities with technical support from any agency or implementing partners that can utilize the space. Overall coordination will be done by the Joint Technical Management Unit at the regional Rehabilitation Strategy offices.

Inputs

International funding is required for the purchase of tools, tents, transport, consultancy services and incentives. Community donations will be determined through dialogue with the local community. There will have to be local contributions in terms of labour and usable facilities.

Budget

Technical Assistance	300,000
Sub-contracts	300,000
Training	500,000
Equipment	500,000
Operational costs	200,000
Miscellaneous	100,000
Total	**US $ 1,900,000**

Project Number: ED.2

Project Title: **Community Resource Mobilization Project**

Statement of problem, project beneficiaries and expected results

Active dialogue with communities for the identification, marshalling and proper use of community resources is essential. This assumes a mobilization process that precedes any inputs and a level of trust between the community and implementing agencies. The project beneficiaries will be the communities where the initial Community Development Centres are located but can also extend to other communities where there are openings and indicators of possible successful community-based projects.

Immediate Objectives and Specific Outputs

The immediate objectives of this project are to train 20 community mobilization persons to take on the role of mobilizing community resources. Active dialogue, surveys and community development techniques will be used by this team to identify community resources, facilitate community dialogue, assist in the definition of community problems, and propose interventions and possible solutions. Specific outputs will be to locate and mobilize resources in three clusters of villages/district in operational regions. It is expected that the mobilization process will not only assist in the sustainability of the project once started, but identify limited resources and network these resources to a larger system.

Work Plan/Activities

Twenty community mobilizers will be identified from each operational region and trained in community mobilization techniques at each regional the Rehabilitation Strategy centre. The composition of the team will consist of people from different sectors. The first stage will be to identify and locate three clusters of communities in the operational area to mobilize and begin the process of creating the Community Development Centres.

Institutional Responsibilities

The project will be implemented through local communities with technical support from any agency or implementing partners that can utilize the mobilization process. Overall coordination will be done by the Joint Technical Management Unit at the regional Rehabilitation Strategy offices.

Inputs

International funding is required for salaries of the initial community mobilization trainers and for supplies. Community donations will be determined through dialogue with the local community. Inputs will be kept to a minimum to foster the growth of self-sustainability. There will especially have to be local contributions in terms of labour and useable facilities.

Budget

Technical Assistance	200,000
Sub-contracts	300,000
Training	500,000
Equipment	150,000
Operational costs	200,000
Miscellaneous	100,000
Total	**US $ 1,450,000**

Project Number: ED.3

Project Title: Instructional Materials Development Units

Statement of problem, project beneficiaries and expected results

There is shortage of instructional materials to be used in the formal school system. Blackboards, chalk, writing utensils, silk screens, simple readers and other teaching/learning aids do not exist or have to be imported from Pakistan or Iran. These Instructional Materials Development Units will not be sophisticated but will produce basic instructional materials for schools. They will also conduct training for school administrators and district support staff in the production of appropriate materials.

Immediate Objectives and Specific Outputs

Sixteen material development specialists will be identified and given professional development in an inservice course focusing on appropriate technology and material development. This training course may take advantage of resources in the South Asian Region. After the consolidation of information and additional training, teams of two material resource persons will go to each regional centre and establish a production unit.

Work Plan/Activities

For the first six months 16 resource development persons will be identified and trained. Afterwards, the group will split into eight teams which will then locate to one of the eight regional Rehabilitation Strategy offices until they have selected a site for the production of material, training of personnel and prepositioning of supplies. This next stage will take approximately 3 months. If renovations, boundary walls etc are needed to complete and secure the premises, 10 out-of-school youth will be hired and given training from a mobile vocational training unit. The material development team will produce and field test material created with this group of youth as well as local schools. A hand-produced newsletter will share ideas with other regional offices.

These production units will then be staffed by vulnerable groups identified by the production team and provided a salary and food. The activities will include prepositioning of supplies that cannot be produced locally, chalk, pencils, paper, roll books, etc. Other supplies will be made locally, for example school bags, thaktis (wooden writing boards), soap production for children, games for teaching of literacy and numeracy, blackboards, silk screens. The full range of possibilities will grow as the team is trained and information is shared.

Institutional Responsibilities

The project will be implemented through local communities with technical support from any agency or implementing partners that can utilize the space. Overall coordination will be done by the Joint Technical Management Unit at the regional Rehabilitation Strategy offices.

Inputs

International funding is required for the entire budget for this immediate 2 year stage. Silk screen material, hand-crank copy machines, cameras, tape players, chalk, paper, copy books, thread, sewing machines, cloth, wooden slates, etc will be determined by the team during the initial training phase and supplied by the international community.

Budget

Technical Assistance	200,000
Sub-contracts	300,000
Training	700,000
Equipment	900,000
Operational costs	700,000
Miscellaneous	100,000
Total	**US $ 2,900,000**

Project Number: ED.4

Project Title: **Child Care Providers' Training Package for Dealing with Traumatized Children Affected by War**

Statement of problem, project beneficiaries and expected results

Many of the children that will eventually attend schools will be severely hampered by the trauma of war. Teachers and community workers need to be aware of this fact and develop strategies that not only stress the typical cognitive development of children but also take into consideration this very important affective development or it is doubtful if learning can take place. This is especially true of orphans who have most probably witnessed the death of family members. The project beneficiaries are children affected by war, parents, teachers, community and religious leaders.

Immediate Objectives and Specific Outputs

One of the immediate objectives is to create a package of material that could supplement any training of care providers,leaders or parents. The package will include audio tapes, visual tapes, teacher's notes, parents notes and a newsletter created by orphans affected by the war for mass distribution.

Work Plan/Activities

A nationally known expert in psychiatry as well as a curriculum development team of focused on this issue will be identified and brought together to examine this issue. Many examples of teaching aids used in other countries will be collected and examined for cultural appropriateness.

Ideas for the teaching/learning package would be worked out with the instructional units in each region and final products will be developed in most appropriate regional office. Translation will be done at the translation units.

Institutional Responsibilities

A concerted effort of agencies involved in this area UN and NGO as well as internationally known institutions will be responsible for this project. All drafts and final products will be distributed through all the Government Ministries.

Inputs

The project will be funded by international agencies as well as donations from the various political parties in Afghanistan.

c. We have to set up a committee of professional educators and experience teachers to revise the curriculum for different levels of education and prepare a curriculum according to the need of the pupils in order to fulfil the aims and purpose of standardized education. The curriculum should be changed according to the need of a peaceful society and brother-hood among Afghans. We must educate the new Afghan generation with humanitarian feelings and peace loving citizen of a new peaceful Afghanistan. It is difficult to bring peace and security in Afghanistan until we are not able to change the attitudes of the people of Afghanistan due to the Islamic rules and regulation. Islam itself means peace. So we have to change the school curriculum accordingly.

d. We have to educate teachers for different levels of schools as follows:

Pre-service education: To establish emergency teachers trained according to the program of primary schools. They will be selected from the graduates of mine grades.

In-service education: To establish evening courses, summer and Winter sessions as well as to hold educational seminars and workshops for the teachers. Similarly it is necessary to arrange conferences and discussion sessions for teachers to help them know what is the method of teaching.

To plan special Islamic educational courses for those students who have been indoctrinated by the communist educational system inside and out-side of Afghanistan.

We need weekly conferences and discussion sessions with those students of the middle, vocational and secondary schools as well as college and university students who have been educated during the time of the communist regime. It will be required to have a special program for them in one semester or more to guide and instruct them in valuable cultural values and religious virtues.

We need to find out what kinds of vocational education and crafts are needed for each province and the local areas. In different areas different vocational schools and courses will be required. Those which are urgent must be planned immediately. Budget priorities should be taken under consideration during planning.

Budget

Technical Assistance	300,000
Sub-contracts	200,000
Training	300,000
Equipment	200,000
Operational costs	200,000
Miscellaneous	100,000
Total	**US $ 1,300,000**

Project Number: ED.5

Project Title: Mobile In-service Teacher Training

Statement of problem, project beneficiaries and expected results

Many of the teachers currently working in formal primary schools have little or no training. Those that have been trained through traditional teacher training colleges have not been introduced to the different aspects of basic education that will make their teaching relevant to national rehabilitation. Not only is there a certain amount of training necessary to introduce these teachers to effective teaching practices but also a general upgrading of their knowledge of basic subject matter is needed. The traditional approach of a very academic institutionalized teacher training is long term and at this immediate stage not practical to meet the need of training teachers or paraprofessional instructors. All registered teachers identified through the verification exercise will benefit along with paraprofessional instructors who express interest and can be trained and accommodated into the training schedule. The expected results are to improve the quality of primary school teaching and to facilitate a professional dialogue which will encourage the networking of a cadre of teachers to form the core of a basic education programme.

Immediate Objectives and Specific Outputs

The immediate objective of the project is to provide ongoing inservice training in basic education and literacy instructional methods. A training plan will be developed to extend to every cluster of village schools in every district in operational regions. These trained teachers will be registered as receiving training by MOE and included in the information collection exercise listed in QIP # II.3.1

Work Plan/Activities

Initially, the procedure will start in region 3 (Center: Herat), region 6 (Center: Kandahar) and Region 8: Jalalabad) until the procedure is refined. Regions 6 and 8 were identified due to the number of refugees returning from Pakistan who will have been trained in similar programmes in refugee villages, and region 3 due to security and access.

The first stage is to identify 5 nationally recognized teacher training advisers (NTAs) and work out a training curriculum to include ideas on training of trainers, group dynamics, evaluation, appropriate material design, also including mine awareness, drug awareness, kitchen garden techniques, health education/first aid and special considerations of teachers of children suffering from the trauma of war. Many of the curricular designs have been created already through the NGO community in Peshawar. Some if not all of these national trainers may very well come from this cadre of individuals. This first stage will take two months.

This team will then go to each of the above mentioned regions with a support staff of a computer operator skilled in Al Katib word processing (Dari and Pashto), an artist/calligrapher for the production of any written material and a video operator to video

the process. They in turn will train a group of 10 regional training advisers (RTAs). This process will take two months in each region and take place in the regional center.

These regional training officers will then train 10 provincial teacher trainers (PTTs) who will split into five groups (2 Provincial Trainers) in each province, train 3 district teacher trainers (DTTs) per district. These DTTs will train one teacher resource person per registered school in various locations. Revision of the process and material used will be conducted throughout this first two year phase.

Institutional Responsibilities

The project will be implemented through educational agencies in coordination with the MOE and local educational committees. Overall coordination will be done by the Joint Technical Management Unit at the regional Rehabilitation Strategy offices.

Inputs

International funding is required for the entire budget for this immediate 2 year stage.

Budget

Technical Assistance	500,000
Sub-contracts	200,000
Training	700,000
Equipment	800,000
Operational costs	700,000
Miscellaneous	100,000
Total	**US$ 3,000,000**

Project Number: ED.6

Project Title: Community Literacy Classes

Statement of problem, project beneficiaries and expected results

Afghanistan has one of the lowest literacy levels in the world. There is a great need for information on survival. This project combines the teaching of literacy and the creation of survival literacy manuals. This will benefit pre-literate adults who have the desire to become literate and through the material based on health, such as potable water, child care, environment, mine and drug awareness, will make literacy lessons very functional.

Immediate Objectives and Specific Outputs

The immediate objective of the project is to develop a training plan that will train a cadre of national and regional literacy advisers using the material created by international agencies involved in literacy as well as materials already created in refugee villages in Pakistan and the Literacy Affairs Council/the Government. Much of this material will be translated and made culturally appropriate at the Regional Instructional Materials Development/Translation Units created in QIP # I.3.1.

Work Plan/Activities

Initially, the procedure will start in region 3 (Center: Herat/Persian medium of instruction), region 2 (Center: Mazar-i-Sharif/Tajik and Uzbeki languages) and Region 8: Jalalabad/Pashto medium of instruction) until the procedure is refined.

As the translation of materials is being conducted by the translation unit and the 5 identified regional literacy advisers, the 6 national literacy advisers (NLAs) will be trained in a central location and work on learning materials already created or create supplementary materials that will add to the already existing materials. Many of the curricular designs have been created already through the NGO community in Peshawar and Literacy Affairs Council (the Government). Some if not all of these national trainers may very well come from this cadre of individuals. This first stage will take 6 months.

This team will then go to each of the above mentioned regions with a support staff of a computer operator skilled in Al Katib word processing (Dari and Pashto), an artist/calligrapher for the production of any additional written material that needs to be created and a video operator to video the process. A general two month training for the NLAs and RLAs will take place in Region 3 (Center: Herat). These regional training officers will then train provincial literacy trainers (PLTs) at various sites in each region.

These PLT will then establish literacy training courses in a variety of settings for a wide range of out-of-school youth and adults. They will also try to incorporate much of the written material created by other sectors. This group will also be attached to the collaborative newsletter mentioned in QIP ED.5.

Institutional Responsibilities

The project will be strongly coordinated to the Government Ministries involved. The technical support will come from a food support agency. Overall coordination will be done by the Joint Technical Management Unit at the regional Rehabilitation Strategy offices.

Inputs

International funding is required for the entire budget for this immediate 2 year stage. Some of the funding will be in cash and some in kind through food-for-work programmes and food-for-incentives.

Budget

Technical Assistance	200,000
Sub-contracts	300,000
Training	700,000
Equipment	200,000
Operational costs	300,000
Miscellaneous	100,000
Total	**US $ 1,800,000**

Project Number: ED.7

Project Title: Educational Manager Training

Statement of problem, project beneficiaries and expected results

Many of the provinces and districts have semi-operational educational management systems in place which need to be upgraded. These managers include not only managers of provincial and district level but also localized management systems that could manage clusters of schools after the mapping/verification project and planning of clusters.

Immediate Objectives and Specific Outputs

The immediate objective of the project is to develop a training plan that will train a cadre of central and provincial government educational managers. These provincial educational managers will then organize provincial training courses for school cluster coordinators who in turn will train school headmasters.

Work Plan/Activities

Initially, the procedure will start in region 6 (Center: Jalalabad), region 8 (Center: Kandahar) and Region 3 (Center: Herat) until the procedure is refined.

All provincial managers of the educational systems will be paired with an educational management trainers (EMT). These managers will be trained in basic educational management skills along with the planning techniques for establishing and supporting basic education programmes. These managers will be paired with a master trainer to facilitate the training They will then break off into separate trainings which will be focused on creating or amending all educational management This team will then go to each of the above mentioned regions with a support staff of a computer operator skilled in Al Katib word processing (Dari and Pashto), an artist/calligrapher for the production of any additional written material that needs to be created and a video operator to video the process. This group will be closely coordinated with the mobile teacher trainers, literacy trainers and community mobilizers and periodic update will be held in district and regional offices.

Institutional Responsibilities

The project will be implemented by through the Regional Support Centres, in coordination with the MOE/the Government. Overall coordination will be done by the Joint Technical Management Unit at the regional Rehabilitation Strategy offices.

Inputs

International funding is required for the entire budget for this immediate 2 year stage. Some of the funding will be in cash and some in kind through food-for-work programmes and food-for-incentives.

Budget

Technical Assistance	300,000
Sub-contracts	300,000
Training	700,000
Equipment	200,000
Operational costs	300,000
Miscellaneous	100,000
Total	**US $ 1,900,000**

Project Number: ED.8

Project Title: **Skill Training Inventory and Courses for the Disabled at Community Development Centres**

Statement of problem, project beneficiaries and expected results

Many community members in any community in Afghanistan have lost a limb as a result of a war-related incident. These community members need employment but often times are overlooked in any training programme. Often times, there is not an inventory of skills that these community members already possess. This project is to be implemented by the community mobilizers mentioned in QIP #I.1.2 in areas of community development centres (QIP #I.1.1). The project beneficiaries will be the disabled in this area. The expected results will be to identify skills that the disabled community members possess and to upgrade their skill to also include training skills.

Immediate Objectives and Specific Outputs

The immediate output of this project is to identify skills and training needs to upgrade these skills with the disabled population in areas of community development centres and what skills training will enable them to play key roles in development. The output is to have these disabled community members to play a major role in the development process.

Work Plan/Activities

In collaboration with the Ministry of Martyrs and Disabled, each community mobilization team while doing their survey of community clusters will identify certain skilled disabled community members whose skills could be upgraded to provide them the skills to take part in a leadership or instructional position in that community.

At the community development centre, a mixed ability group of trainees will be trained in the skills needed to upgrade their skills. As an example, literate disabled members could become teachers. Not only will this give them a sense of professionalism but also be a good role model for children having disabilities to continue with school. By having a disabled person as a teacher or in leadership role, this will also be instrumental in changing the attitudes of able-bodied persons toward the disabled.

Institutional Responsibilities

This project will be coordinated by the agencies dealing with disabilities and with agencies competent in skills training in the identified skills.

Inputs

A three month stipend will be offered to get the process started. The community will be expected to contribute services, money or goods-in-kind to the person

Budget

Technical Assistance		100,000
Sub-contracts		100,000
Training		100,000
Equipment		200,000
Operational costs		100,000
Miscellaneous		100,000
Total	**US $**	**700,000**

Project Number: ED.9

Project Title: **Collection of Learning Materials/Resource Centres**

Statement of problem, project beneficiaries and expected results

Much learning material has been created throughout the years that could be used in present state or with revision. Material needs to be collected and distributed to the instructional and translation units.

Immediate Objectives and Specific Outputs

Create questionnaires. Collect materials and copy several copies to all regional translation units. Resource centres will be created in every regional centre and box libraries of material will be sent to each provincial office.

Work Plan/Activities

Questionnaires need to be sent out to all agencies and material collected from all sources. Copies of material will be made if in limited number and distributed to the regional translation units. All material will be examined as to the appropriateness and used by educational managers to assist in policy decisions, curriculum developers and teachers or trainers as ideas for further development.

Boxes with shelves full of material in local languages will be transported to all provincial educational offices.

Institutional Responsibilities

Lead educational agency will coordinate effort through the MOE/the Government.

Inputs

Copies of material will be paid for by international agencies if there is a need due to limited editions. ACBAR, as well as the concerned ministries and government agencies, will offer material. Teams will be sent out in Quetta and Peshawar to collect material from book stalls that could be appropriate.

Budget

Technical Assistance		10,000
Equipment		10,000
Operational costs		100,000
Miscellaneous		100,000
Total	**US $**	**220,000**

To plan special educational background for the teacher of (literacy) adult education. Those who spend most of their time in fighting and learned how to kill people easily need some kind of special education to rebuild their personalities and teach them Islamic moral, humanitarian feelings and responsibilities.

6. **Teaching Material:**

a. Find out how many books we have for different grades at different educational levels.

b. Revise these books according to the immediate aims and purposes and make necessary changes to be ready for reprinting and distributing them into the school immediately.

c. Provide means of transportation for distribution of text books.

d. Provide stationery for students and black boards for classroom as well as chalk.

e. Provide money for teachers salaries and other expenditures.

In the light of all these information one can propose a plan for education according to the following aims and purposes:

7. **Proposed Aims and Purposes of Education:**

The first step which the Ministry of education in future or any responsible organization may take, is to develop and build clear cut aims and purposes of education. No body could go a step forward without knowing where to go. Each of the action has a goal. Human behavior is goal oriented. I propose the following aims and purposes for the Islamic system of our National Education. I will classify them as follows:

a. The main and principal goals:

For an Islamic country like Afghanistan which sacrifice the lives of her best men and women to secure their believes in God, Peace and freedom, I propose the main and principal goals and purposes as:





NORWEGIA CHURCH AID / NORWEGIAN REFUGEE COUNCIL
AFGHANISTAN PROGRAMME

EDUCATION IN AFGHANISTAN

DISCUSSION PAPERS RELATED TO EDUCATION IN AFGHANISTAN

Introduction:

Education is an important issue for both the Norwegian Church Aid and the Norwegian Refugee Council.

When the NCA/NRC - Afghanistan Programme were given the task of planning educational programs inside Afghanistan we felt a need to seek more information on the present situation. Realizing that due to the war and the fact that so many young Afghans had got a certain degree of education in the refugee camps, there must have been a change of attitude towards education.

As we felt a need to "know the ground before we could draw the map" we asked Professor Fazel to give us an update of the present situation. We also asked him to comment on the possibilities for NGO's to contribute towards education in the rehabilitation process.

He further asked Professor Rahimi to present his views in a separate paper.

These papers are **not** NCA/NRC official view upon history and the present situation, and how we - as a Donor NGO - want to formulate our policy for education.

It is still a valuable contribution that we feel should be shared with others. Used to raise the discussion on Education in Afghanistan and the role of NGO's, Central and Local Authorities, UN and the Donors.

Peshawar
15.05.94

Arne Strand
Deputy Director

Table of content :

I

IMMEDIATE RECONSTRUCTION OF EDUCATION AND SCHOOL BUILDINGS IN AFGHANISTAN